Submitted Changes to the 2024-2025 Tri-City Day School Staff Handbook

Cover- Updated year
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Page 3 – Remove Mission, Vision, Goals, Motto, Mission Statement, Notice of Nondiscrimination
Page 3 – Add Vision
Page 4 – Add Table of Contents
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Tri-City Day School

~~Serving Derby Haysville Mulvane~~

~~2023-2024~~ 2024-2025 STAFF HANDBOOK

1975 W Grand, Haysville KS 67060
(316) 554-2324 phone
(316) 554-2323 fax

"Every Child Matters"

TELEPHONE NUMBERS - HAYSVILLE

Tri-City Office	554-2324
Tri-City Fax	554-2323
Superintendent	554-2200
Business Office	554-2201
Transportation	554-2213
Technology	554-2203
Curriculum	554-2205
Special Education	554-2222
Food Service	554-2219
Beth Schutte, RN	300-6461
Maintenance	554-2210
Personnel	554-2206

CHS	554-2236
HHS	554-2231
HMS	554-2251
HWMS	554-2370
Freeman	554-2265
Nelson	554-2273
Oatville	554-2290
Prairie	554-2350
Rex	554-2281
Ruth Clark	554-2333
Early Childhood	554-2233
Print Shop	554-2341

TELEPHONE NUMBERS - DERBY

Superintendent	788-8400
Transportation	788-8450
Curriculum	788-8460
Special Education	554-8004
D-Tech (Beth Kerr x16014)	554-8004
DMS	788-8062
DNMS	788-8408
DHS	788-8500

Cooper Elementary	554-0934
Derby Hills	788-8540
El Paso	788-8545
Oaklawn	554-0704
Park Hill	788-8095
Stone Creek	788-8555
Swaney	788-8560
Tanglewood	788-8565
Wineteer	684-9373

TELEPHONE NUMBERS - MULVANE

Superintendent	777-1102
Transportation	777-0501
Curriculum	777-1102
Special Education	777-0256

Munson Primary	777-0151
Grade School	777-1981
MMS	777-2022
MHS	777-1183

BOARD OF EDUCATION MEMBERS - HAYSVILLE

Jennifer Bain, President
Kelly Ramseyer, Vice President
Jeremy Bennett
Barbara Walters
Tosha White
Courtney Williams
Jeff Hersh, Superintendent

OUR MISSION

"The relentless pursuit of excellence."

VISION STATEMENT

"To equip learners with 21st Century Skills to achieve excellence in a continually changing world."

USD 261 STATEMENT OF BELIEFS

- Students come first.
- Learning is enhanced in a safe and caring environment.
- Students need a rigorous, relevant world class curriculum.
- Exploration, collaboration and innovation are essential.

USD 261 STATEMENTS OF GOALS

1. **Student Learning and Success.** To support staff through the systematic development and implementation of instructional tools, practices, and technologies to ensure student learning.
2. **Financial.** To pursue and develop the financial resources to support the goals of the district.
3. **Community partnerships.** To strengthen community pride through strategic partnerships
4. **High Quality Workforce.** To recruit, develop and retain a high quality workforce.
5. **Facilities and Infrastructure.** To create and enhance modern, safe learning facilities to achieve excellence.

Tri City Day School Motto

"Every child matters."

Tri-City Day School Mission Statement

The mission of Tri-City Day School is to ensure that all students acquire knowledge by focusing on their individual program to learn and utilize skills that will promote success at continuing stages of their lives. We will:

- Provide a safe and supportive learning environment.
- Design specific individualized educational programs to meet each student's needs.
- Provide all students the opportunity to acquire the necessary skills to function successfully in a general/traditional school building.
- Collaborate with agencies and individuals involved with each student to ensure the provision of needed services.
- Encourage families to follow through with necessary contacts and recommendations regarding community resources.
- Return the student to their local traditional school programs as soon as the student is able to demonstrate the necessary skills.

NOTICE OF NONDISCRIMINATION

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional agreements with Unified School District #261 are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission to, access to, treatment of, or employment in its programs and activities. Any person having inquiries concerning Unified School District #261 compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact the Superintendent of Schools or his/her designee, 1745 W. Grand, Haysville, Kansas, 67060, 316-554-2200. The Superintendent of Schools or his/her designee has been designated by Unified School District #261 to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504.

2024-2025 Tri-City Staff Handbook

Vision, Mission, and/or Beliefs

The mission of Tri-City Day School is to ensure that all students acquire knowledge by focusing on their individual program to learn and utilize skills that will promote success at continuing stages of their lives.

Vision (What we strive to do):

1. Provide a safe and supportive learning environment.
2. Design specific individualized educational programs to meet each student's needs.
3. Design specific individualized educational programs to meet each student's needs.
4. Provide all students the opportunity to acquire the necessary skills to function successfully in a general/traditional school building.
5. Collaborate with agencies and individuals involved with each student to ensure the provision of needed services.
6. Encourage families to follow through with necessary contacts and recommendations regarding community resources.
7. Return the student to their local traditional school programs as soon as the student is able to demonstrate the necessary skills.

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ABSENCES

~~The negotiated agreement allows for sick leave for personal injury or illness. It may also be used for injury, illness, death, or funerals in the immediate family. All full time teachers will be credited with 10 days of sick/personal leave at the beginning of each school year. Any unused leave from previous years shall accrue, provided the total does not exceed 130 days. Sick/Personal leave shall be prorated for any teacher who is contracted for less than full time or who begins employment after the beginning of the normal contract year or ends employment prior to the end of the contract year. Sick/personal leave shall be prorated for teachers on extended teaching contracts. Requests for personal leave must be submitted in writing at least three days prior to the time of leave, except in an emergency situation.~~

~~If it is impossible for a teacher to meet his/her class because of illness or other unforeseen cause, please contact AESOP by 6:30 a.m. This may be done by phone or by internet access. Should you not be able to contact AESOP, you should notify the administrator or designee as soon as possible (see calling tree for phone number). Each teacher shall have detailed lesson plans, seating charts, attendance materials, grade book and other necessary materials visible for substitute teachers.~~

Absences

CERTIFIED STAFF:

1. Step One: Notify administrative assistant and administrator
2. Step Two: Add the job to Frontline
3. Step Three: Email lesson plans to administrative assistant and administrator

CLASSIFIED STAFF:

1. Step One: Notify administrative assistant, administrator, and supervising teacher (preferably email).

~~ACADEMIC FREEDOM: BOE Policy IAA~~

~~No arbitrary limitations shall be placed by teachers upon study, investigation, presentation and interpretation of facts and ideas when pursued in accordance with the approved curriculum.~~

~~ACCIDENT REPORTS~~

~~All accidents, which occur on the school premises to either students or staff members, should be reported to the administration immediately. The person who administers help at the scene of the accident will make a written report. If a staff member is injured, Workman Compensation forms must be completed. (Appendix A)~~

Accident Reporting

- Staff must notify the administrator within 10 days of an accident, or the claim may be barred.

- Additional information about your rights and responsibilities under workers compensation may be obtained from the administrator or the district office.
- Be sure to use the provided USD 261 Accident Report Form (these can be obtained from the secretary).

~~ACCOUNTING, THE TEACHER'S ROLE~~

~~Reporting absences correctly is very important. Records of all absences will be recorded in each districts' student information system. Attendance will be reported to home schools at the end of the 9 week period.~~

~~When a student is absent, his/her parent(s) should telephone 554-2324 before he/she returns to school. This should normally be done on the day of the absence. Having one's parent call the school regarding an absence does not guarantee an excused absence; it merely furnishes assurance that the parents know about the absence. An attempt will be made by the attendance clerk/secretary to notify the parents whenever a student is absent. However, it is the responsibility of the parents to see that their child is in regular attendance. The law is very specific that the parent(s) has the obligation to see that his/her child is in school. The school assumes that a student who is absent because of illness will also be unable to work, to participate in an activity or to attend social functions later in the same day. Whenever it is necessary for a student to be absent from school for a cause such as a dental or doctor appointment, the parent must consult the principal before the absence occurs if they wish for the child to attend a school function later that day. Students are to return to school after a dental or doctor appointment whenever possible with verification from the doctor or dentist office. Absences, which are clearly unavoidable, are classified as excused and the student is entitled to credit for make-up work if it is completed within the prescribed time limit. In general, two days are allowed for each day of excused absence to complete make-up work. A maximum of five (5) days will be allowed for any extended excused absence. The individual classroom teacher can make exceptions to this time line. Students are held responsible for learning what the make-up work is and for getting it in on time.~~

~~Our school must and will operate under the requirement of State of Kansas law 72-1113 (e) (1) "Whenever a child is required by law to attend school and is enrolled in school, and the child is inexcusably absent there from on either three consecutive school days or five school days in any semester or seven school days in any school year, whichever of the foregoing occurs first, the child shall be considered to be not attending school as required by law. A child is inexcusably absent from school if the child is absent there from all or a significant part of a school day without a valid excuse acceptable to the school employee designated by the board of education to have responsibility for the attendance of such child." Students less than 13 years of age who are in violation of this law will be reported to Department of Children and Families (DCF.) Students 13 or more years of age but less than 16 years of age who are in violation of this law will be reported to the appropriate county or district attorney.~~

~~BAYOU~~

~~The Bayou is a "tool" for students to use when they need to regain control of their behavior. When a student requests the use of the Bayou as a means of regaining composure and no physical or verbal altercations have occurred, the student will be able to return to class with no point penalties. The classroom teacher, Bayou staff and administrator may meet briefly in some circumstances to discuss the situation that has occurred and whether or not a consequence is needed.~~

~~The Bayou may also be used as an intervention for inappropriate behaviors. This would consist of physical or verbal altercations, and any situation that totally disrupts the education of him/her or other students. The student is required to earn his/her way back into the classroom. The administrator/designee will approve any ISS issued.~~

1. ~~When a student utilizes the Bayou for a break, he/she will be given time to de-escalate. Once the student has de-escalated, he/she will verbally process with the Bayou staff or other staff members involved. Upon completion of processing, the student will return to his/her classroom. Further procedures may be necessary before returning to the classroom. Staff will make this decision per situation. The student will still be able to earn participation in PBIS Reward Parties, Field Trips and any other activity outside of academic learning. Points earned or lost during break time will be reflected on the point sheet.~~
2. ~~If a student receives a write up, it will be at staff discretion if the write up needs to be served in the Bayou. In general, elementary students will need to earn 75% or higher and middle school/high school will need to earn 80% or higher; however, modifications can be made by the case manager on a case by case bases. Percentages are based on the student's daily point sheet. The student will still be able to earn participation in PBIS Reward Parties, Field Trips and any other activity outside of academic learning. Points earned or lost during the escalation and/or removal from the classroom will be reflected on the point sheet.~~

3. If a student receives an In-School Suspension (ISS), s/he will serve the designated amount of time in the Bayou. The administrator or administrative designee will approve any ISS issued. Middle School and High School students will need to earn 80% or higher in order to return to the classroom. Elementary students will need to earn 75% or higher. With an IEP team consultation, a student's percentage may be lowered, as needed. If the requirements are not met, the day will not count as served. The student will then have the opportunity to earn his/her percentage the following school day. A student who receives an ISS will not qualify for PBIS Reward Parties, Field Trips or any extra activity outside of academic learning. Points earned or lost during the escalation and removal from the classroom will be reflected on the point sheet. Documentation will be kept in the student's file. The administrator, administrative designee or classroom teacher will contact the student's parents. (Appendices B, C, D, E, F, G)

Bayou

Bayou Break

- Used as a "tool" for a student to regain control of his/her behavior.
  - Provided time and calming activity to regain emotional control.
- Student will:
  - Wait in doorway of Bayou for Bayou staff to give directions.
  - Verbally process with staff prior to returning to their assigned location (e.g., classroom, library, lunch, etc.).
- Bayou staff and teacher may collaborate regarding when the student is ready to return to assigned environment otherwise Bayou staff will determine when student is ready to return.
- Every time a student utilizes the Bayou for a Break, it will be recorded on the Break Tracking Sheet (this includes student name, date, time, duration, and activity selected).

Bayou (Intervention for Maladaptive Behaviors)

- Major Incident requiring In School Suspension (ISS):
  - Administrator will determine duration of time student will be assigned to ISS (this MAY be done in collaboration with sending certified staff).
  - Student will NOT be able to earn participation in PBIS Reward Parties, Field Trips and any other activity outside of academic learning.
  - Certified Staff will complete the ISS Assignment Sheet as quickly as possible so students can begin working on assigned academic work.
- Minor Incident:
  - Sending certified staff may assign ISS for the rest of the current class period based on Classroom Behavior Management Plan.
- For both Major and Minor student must earn their exit both in time spent and Daily Behavior Point Sheet score.
- Percentages required to return to classroom, based on daily behavior point sheet:
  - Elementary - 75%
  - Secondary - 80%
- Administrator will contact the student's parents.

ANIMALS AND PLANTS IN THE SCHOOL: Board Policy ING

With the prior approval of the administrator, animals or plants may be brought to school for instructional purposes. If someone is injured by an animal or comes into contact with a toxic plant, the incident shall be immediately reported to the administration by the supervising teacher. The principal shall notify the appropriate persons. (Appendix H)

ARRIVAL TIME

Certified staff members will be required to arrive at 7:15 a.m. and are eligible to leave for the day at 3:10 p.m. This 45 minute report time is per the Haysville Negotiated Agreement. Also per the Negotiated Agreement, certified employees are entitled to a 25 minute duty free lunch. Teachers are expected to be available to students, parents, fellow teachers and the administrator during the 30 minute block of time at the end of the day. There are occasions of emergency when a teacher will need to leave early. Please check with the administrator/administrative designee prior to leaving early on any day.

Classified staff members that are 35 hour employees. The scheduled times begin at 7:30 a.m. and ends at 2:30 p.m. Some classified staff members that are 40 hour employees are expected to begin their day at 7:00 a.m. and leave at 3:00 p.m. (unless other arrangements have been made). Due to the nature of the Tri-City students and the fact that the classified staff usually have supervisory duties during lunch, classified employees are paid for all of the time they are in attendance for the day.

Classified staff members will clock in and out using the time clock in the workroom located just off the office. **Adjustments will not be made to compensate for a late morning arrival; nor will employees work extra time without prior approval by the building administrator/administrative designee who will consult with the Special Education Director.**

Staff are required to check out and back in through the office when leaving the office. DO NOT exit out the wooden double doors at the front of the building. Please exit through the office.

Behavior Levels

- See Appendix A.

BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN: Board Policy GARA

The board shall adopt an exposure control plan, which conforms to current regulations of the Kansas Department of Human Resources (KDHR). The plan shall be accessible to all employees and shall be reviewed and updated at least annually. All staff shall receive the training and equipment necessary to implement the plan.

Bonjou (formerly Intake)

- Each student will complete check-in with a staff member before moving on with their day or to any other area of the school. Students do not earn points until intake is completed.
- Staff will assess the student's mental state, affect, and ask about their bus ride and morning. Staff will record 1 if things are well, and 0 if there are issues on the students point sheet
- Staff will ask if the student took their medication, ask about hygiene and bedtime. Again, staff will record 1 for yes, and 0 for no. Staff will also record what time the student went to bed.
- If the student returns a SIGNED point sheet, they are given an additional 2 points on their point sheet. This should be entered as .02.
- Staff completing intake will note their name on the point sheet.
- Staff will thoroughly check each student's coat, pockets, waistband, ankles, shoes, and any other area that staff feel needs to be checked:
    - Each item that is brought to school needs to be listed on the point sheet.
    - If a student brings a wallet, also note the amount of money, if any, that is in the wallet.
- Students should not bring backpacks unless they are reintegrating to their base school. If that is the case, all items inside should be checked and listed on the point sheet.
- Staff will ask if there are any student concerns and record that on the point sheet or record none.

- Student's belongings will be placed in the student's locker:
  - These items are not allowed in the student's possession and must remain in their locker: cell phones, hats, coats, bags, caps, jackets, purses/wallets, gloves, outer coverings, head coverings, and any other personal items.
- If staff feel like there is a concern with a student (home, bus, medication, illness…) they will note that on the point sheet and notify the case managing teacher and nurse if needed. Staff need to do this before moving to breakfast as to address the situation before moving on.
- There may be additional intake procedures for certain students, and the case managing teacher will communicate that with staff.
- Please remember that Bonjou is a very important start of the day. This is the appropriate time for students to voice their concerns.

~~**CAPITAL OUTLAY ITEMS**~~

~~Equipment of a permanent nature that costs more than $200 and would last more than 3 years must be purchased through capital outlay funds. Forms for major purchase capital outlay items must be filled out completely with the following information:~~

1. ~~Possible Vendor~~
2. ~~Catalog number~~
3. ~~Description of items(s) to be purchased~~
4. ~~Estimated cost~~
5. ~~Justification for need of the items(s) to be purchased~~

Capturing Kids Hearts

- TCDS is a National Showcase School for Capturing Kids' Hearts. It is an expectation that all classrooms create and utilize Social Contracts, begin classes with Good Things, follow the EXCEL model for instruction, and end classes with a launch.

~~**CELL PHONE USE AT SCHOOL**~~

~~A number of staff members carry cell phones to school for personal and emergency use. Cell phones should be on a vibrate mode during classroom time so that learning opportunities are not diminished. *At no time is it acceptable to staff to use cell phones for gaming or social media during scheduled work hours.*~~

Certified Staff Hours

- Scheduled workday is 7:15a-3:10p
- 25-minute duty free lunch

Classified Staff Hours

- Scheduled workday is 7:30a to 2:30p resulting in a 7-hour work day, no time deduction for lunch.
- At 7:30a Classified Staff should be clocked in and ready to begin working with students
- Classified staff stay with students at lunch:
  - Classified staff should coordinate with each other, so students are not left alone in the commons (for example, staff warming up their lunch)

- If you need to make corrections to your timesheet or have hours that go over the 7-hour scheduled day, provide an explanation in the notes section for that day:
  - Examples might include (had to stay late to assist with a student, All Staff PLC, Homeroom PLC, forgot to clock in/out, etc.)
- Do not clock out and gather your belongings to leave until students are on the bus.

Child Abuse & DCF Reporting

- Staff are mandated reporters in the state of Kansas. If you suspect child abuse or neglect you must follow these steps. Failure to report can result in criminal misdemeanor charges.
  1. Fill out the online DCF report or complete the report by phone.
  2. Let the building principal know you have filed the report.
  3. Let the social worker know any pertinent information.

~~**CLASSROOM AND HALL SUPERVISION**~~

~~Students should never be left in a classroom, hallway or other area without the supervision of two classified staff members or one certified staff member. When teachers leave classrooms for the day, the lights and computer(s) should be shut off. All available staff members have the responsibility of monitoring the hallways both before and after school. Teacher monitoring during these times should be in the area located just outside of their classroom. Students should not be left unsupervised in the hall for disciplinary reasons.~~

~~**CLASSROOM EXPECTATIONS**~~

~~Each classroom teacher is accountable for the implementation of Capturing Kids' Hearts (CKH) in his/her classroom. Expected behaviors would include:~~

- ~~Staff greeting students with hand shake.~~
- ~~Social contracts will be developed and displayed.~~
- ~~E.X.C.E.L. model will be used.~~

Classroom Management

- Each teacher will develop a classroom culture of respect for one another and a place of authentic learning utilizing Social Contracts, Student Handbook, and Classroom Policies.
- See Appendix #2 for the Behavior Response Chart.
- Side conversations should be kept to a minimum.
- Constantly be scanning, moving and interacting with students all times.
- Participating in PE games is not required, but be near to students at all times and interacting, not sitting on bleachers or grouping together with other staff.
- At no time will there be one Classified Staff in a classroom with students.
- One Certified Staff may be in a classroom with students.
- If a staff member needs to leave the classroom for any reason, this must be communicated with the Certified Staff prior to leaving. Should the Certified Staff need to leave the classroom, they need to communicate this with Classified Staff.
- Every effort will be made to keep Certified Staff within their classrooms during instructional time. If assistance is needed in other parts of the school environment, Classified Staff will be sent to assist first.

- Reading, coloring or doing puzzles, unless you are working directly with a student or in preparation for a student, is prohibited.

Communication

- *Cell Phones* - Staff are encouraged to keep their cell phones nearby for emergency purposes. TCDS utilizes the Raptor app and email during a crisis situation. However, the use of cell phones may not disrupt student learning.
- *Email* - Staff should check their email several times per day.
- *Master TCDS Calendar* - The master planning calendar for the school year is on Google Calendar. If you wish to add an event to the schedule, please send the information to administrative assistant.
- *Daily announcements via The TCDS Daily* - Daily announcements are distributed prior to the start of every school day. Please read to keep up with pertinent information and upcoming events.

~~**COMPUTER USE BY STAFF: Board Policy IIBG**~~

~~Computer systems and networks are for educational and professional use only. Violation of this policy would include, but not limited to: sending or displaying offensive messages or pictures; using obscene language; damaging computers, computer systems or networks, including creating, uploading or downloading computer viruses; violating copyright laws, or loading personal software on district computers; harassing, insulting, or attacking others via computer networks; using others' usernames and passwords; trespassing in others' folders, work, files or networks; intentionally wasting limited resources; employing district computers and networks for commercial purposes; and giving out personal information over the Internet, such as full name and address. The district retains the right to discipline any employee, up to and including termination, for violations of this policy.~~

~~Employees shall have no expectation of privacy when using district e-mail, instant messaging, internet access, or other official communication systems. The school district retains the right to duplicate any information on district computer systems or on any hard drive. Any e-mail, instant messaging, internet access, computer application, or information in district computers or computer systems is subject to monitoring by the administration.~~

~~Email, instant messaging, and Internet access shall be used primarily to conduct approved district business, educational research, and educational purposes. Employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guideline published by the administration.~~

~~No software, including freeware or shareware, may be installed on any district computer until cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware, and prescribe installation and de-installation procedures. Program files must have the network administrator's approval to be installed on any district server.~~

~~**COMPUTER USE BY STUDENT: Board Policy IIBG**~~

~~Computer systems and networks are for educational and professional use only. Violation of this policy would include, but not limited to: sending or displaying offensive messages or pictures; using obscene language; damaging computers, computer systems or networks, including creating, uploading or downloading computer viruses; violating copyright laws, or loading personal software on district computers; harassing, insulting, or attacking others via computer networks; using others' usernames and passwords; trespassing in others' folders, work, files or networks; intentionally wasting limited resources; employing district computers and networks for commercial purposes; and giving out personal information over the Internet, such as full name and address. The district retains the right to discipline any student, up to and including expulsion, for violations of this policy.~~

~~Students shall have no expectation of privacy when using district e-mail, instant messaging, Internet access, or other official communication systems. The school district retains the right to duplicate any information on district~~

computer systems or on any hard drive. Any e-mail, instant messaging, Internet access, computer application, or information in district computers or computer systems is subject to monitoring by the administration.

E-Mail, instant messaging, and Internet access shall be used primarily to conduct approved district business, educational research, and educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration. Students shall not install software on district computers or computer systems.

COPYRIGHT LAWS

Simplified usage guidelines indication fair use for teachers:

Material:					
Fiction	Stories	Poetry	Periodicals	Cartoons	Lectures
Nonfictions	Essays	Chart	Sermons		
Textbooks	Anthologies	Pictures	Speeches		
Theses	Encyclopedias				

Instructor's Copy:					
1 chapter	1story or or essay	1 article	1 article	1 / book or issue	1 / book or issue

Multiple					
1,000 word excerpt or 10%	2,500 word excerpt or story	250 word excerpt or poem	2,500 work excerpt or essay	same as above	same as above

Cumulative Use per Class per Term:					
2	2-3	2	3	2-3	2-3

(Source: Both policy and usage guidelines were reprinted from A Legal Memorandum, NASSP, Sept.91)

Crisis Plan

- Every Certified Staff member should have a copy of the building crisis plan. Once a session we are to cover the crisis plan. Know your roles and responsibilities.

Daily Point Sheets

- Student behavior monitored on a daily behavioral point sheet.
- Students will earn from 0 to 3 points for each expectation that is met during each time period.
- Points are not taken away from students. The students earn them, or they do not. They start with 0 points each day and earn as they go.
- Students earn 0 points if they are sleeping.
- The certified teacher from the environment where the student was located makes the final decision on all Point Sheets.
- Point Sheets need to be current and documented when the behaviors occur. Each block needs to be completed at the end of each time frame.
- There needs to be a comment added if a student receives a write up, ISS, or if ESI is necessary.
- Access Point Sheets only for students that you are working with.
- Point Sheets need to be completed no later than 2:15p daily. They will be copied and brought to homerooms by secretary or his/her designee at the end of the day.

- At the end of the school week, homeroom staff will figure percentages for the current week which will determine the level for the following week. This will be noted in the green notebook. On Monday morning, homeroom staff will change the student's new level for the week.

DAMAGE OF SCHOOL PROPERTY

Any student who shall intentionally destroy or damage any school property, or who shall deface (by cutting or with writing or pictures) any fence, furniture, building, or other school property shall immediately compensate for such damage, or upon refusal, may be suspended from school until compensation has been made.

Dress code

- Closed toe shoes are required.
- Dress for success, but also remember where we work and be sure you are practical and comfortable.
- Yoga pants/Leggings must be paired with work-appropriate pieces including a top that ends below your fingertips.

DRUG FREE SCHOOLS: Board Policy GAOB

The unlawful possession, use, sale or distribution of illicit drugs and alcohol by school employees on school premises or as a part of any school activity is prohibited. This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-226, 103 St. 1928.

As a condition of continued employment in the district, all employees shall abide by the terms of this policy. Employees shall not unlawfully manufacture, distribute, dispense, possess or use illicit drugs, controlled substances, or alcoholic beverages on district property or at any school activity. Compliance with the terms of this policy is mandatory. Employees who are found violating the terms of this policy will be reported to the appropriate law enforcement officers. Additionally, an employee who violates the terms of this policy will be subject to any of the following sanctions:

1. Short term suspension with pay;
2. Short term suspension without pay;
3. Long term suspension without pay;
4. Required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program.
5. Termination or dismissal from employment.

Prior to applying sanctions under this policy, employees will be afforded due process rights to which they are entitled under their contracts or the provisions of Kansas law. Nothing in this policy is intended to diminish the right of the district to take any other disciplinary action, which is provided for in district policies or the negotiated agreement. This policy is not intended to change any right, duty or responsibilities in the current negotiated agreement.

If it is agreed that an employee shall enter into and complete a drug education or rehabilitation program, the cost of such program will be borne by the employee. Drug and alcohol counseling and rehabilitation programs are available for employees of the district. A list of available programs along with names and addresses of contact persons for the program is on file with the board clerk.

Employees are responsible for contacting the directors of the programs to determine the cost and length of the program, and for enrolling in the programs.

A copy of this policy shall be provided to all employees.

DRUG FREE WORKPLACE: Board Policy GAOA

Maintaining a drug free work place is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, sale, dispensing, possession or use of a controlled substance is prohibited in the district.

As a condition of employment in the district, employees shall abide by the terms of this policy.

Employees shall not unlawfully manufacture, distribute, dispense, possess or use controlled substances in the workplace.

Any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the superintendent of the conviction within five days after the conviction.

Within 30 days after the notice of conviction is received, the school district will take appropriate action with the employee. Such actions may include: suspension, placement on probationary status, or other disciplinary action including termination. Alternatively, or in addition to any action short of termination, the employee may be required to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment. The employee shall bear the cost of participation in such program. Each employee in the district shall be given a copy of this policy.

This policy is intended to implement the requirements of the federal regulations promulgated under the Drug Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. It is not intended to supplant or otherwise diminish disciplinary actions, which may be taken under board policies or the negotiated agreement.

Maintaining a drug free workplace is important in establishing an appropriate learning environment for the students of the district. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the district.

EARNING SCHOOL CREDITS

Students attending Tri-City Day School are enrolled in their local high school. Students will have the opportunity to earn credits toward graduation by obtaining passing grades in traditionally taught classes at Tri-City or using an on line curriculum. Excessive absences can impact whether a student will receive credit for work completed in class. Failure to complete assignments or other related assigned tasks will contribute to failing grades, thus no credit.

EDUCATIONAL TESTING PROGRAM: BOARD POLICY II (SEE JR ET ESQ.)

The district educational testing program shall consist of multiple assessments. These assessments shall include, as a minimum, individual teacher subject matter tests, district group achievement tests, and state required tests.

Test Integrity

The board requires all licensed staff members to protect the integrity of the student assessment process. Honest administration of the test and accurate reporting of student achievement to the board, the community and the state of Kansas is necessary to maintain accountability measures. All students and staff are required to maintain a high level of integrity in the administration and completion of student assessments.

Reporting Test Results

The superintendent shall report annually in writing to the board the results of the district's academic achievement testing program. State required test results shall be disaggregated as required by current regulation and shall be reported annually to the board, district patrons and the State Board of Education.

MEDICAL EMERGENCY

If a medical emergency should arise, necessary staff will be called to the location of the emergency. The teacher in the classroom where the situation has occurred should remain in the room and the other staff should take the other students into the nearest available room.

EMERGENCY DRILLS

Fire and tornado drills will be conducted on a regular basis.

Instructions for fire drills:

Fire map is posted near the door of each classroom. Fire drills will be initiated with the sounding of the fire alarm.

1. Close all windows and doors. Do not lock the doors. If passing a vacant room, quickly close door.
2. Teachers will need to take their grade book and crisis handbook outside with them.

3. School nurse is responsible for the crisis book and emergency kit.
4. Staff members need to accompany their class at least 100 feet from the building. The class should be kept together and supervised at all times.
5. Students should walk out of the building in a single file line. Students should walk fast, but not run.
6. Teachers will identify to the administrator if their students are present by holding either a red "need help" or green "all clear" card.
7. Classes should not return to the building until an all-clear signal is given by an administrator.
8. Once the all-clear signal has been given, classes should return to the building in an orderly fashion.
9. Instructions for exiting classes should be posted.
10. Alternative routes should be used if the primary exit is not accessible.

Instructions for tornado drills:

Tornado drill map is posted near the door of each classroom. Teachers will accompany their students when the announcement is made or the siren is sounded. Instructions for tornado drills include:

- Close all windows and doors. Do not lock the doors. If passing a vacant room, quickly close door.
- Teachers will need to take their grade book, and flashlight with them.
- Staff members need to accompany their class to their assigned area. The class should be kept together and supervised at all times.
- Students should walk to their assigned area in a single file line (Gym Room #108.) Students should walk fast, but not run.
- Students should be seated, facing walls if possible, with their heads down and their hands covering their heads.
- Teachers will identify to the administrator if their students are present by holding either a red "need help" or green "all clear" card.
- Students should remain quiet at all times.
- Classes should not return to their classroom until an all-clear signal is given. (The all-clear signal will be announced over the intercom).
- Once the all-clear signal has been given, classes should return to their classroom in an orderly fashion.

Students will not be released from school during a time of a tornado warning for any reason to anyone, **EXCEPT THEIR PARENT OR GUARDIAN who comes personally and requests that their son/daughter be released.** Telephone requests for students to be released will not be honored. Requests for students to be released by persons other than parents/guardians will not be honored. Please note this includes brothers, sisters, and other relatives or baby-sitters.

Emergency Drills

- Fire Procedures (Evacuate to fire drill location):
  - Close all windows and doors. Do not lock doors. If passing a vacant room, quickly close door.
  - Teachers will need to take their grade book and crisis handbook outside with them
  - School nurse is responsible for the crisis book and emergency kit.
  - Staff members need to accompany their class at least 100 feet from the building. The class should be kept together and always supervised.
  - Teachers will identify to the administrator/designee if their students are present by holding either a red "need help" or a green "all clear" card.
  - Classes should not return to the building until the all-clear signal is given by the administrator/designee.

- Tornado Procedures (Evacuate to FEMA shelter for a tornado):
  - Close all windows and doors. Do lock the doors. If passing a vacant room, quickly close the door.

- Teachers will need to take their grade book and a flashlight with them.
- Staff members need to accompany their class to their assigned area in the Gym Room #108. The class should be kept together and always supervised.
- Student should be seated, facing walls if possible, with their heads down and their hands covering their heads.
- Teachers will identify to the administrator/designee if their student are present by holding either a red "need help" or green "all clear" card.

- Weapon/Intruder Procedures (Lockdown, Lock, Lights, Out of Sight):
  - Lockdown:
    - If you see a person with a weapon in your vicinity, call the office or contact the administrator with the exact observation and location. The situation will be evaluated, and necessary action taken.
    - Person first noticing the situation should pick up any available phone and contact the administrator in order to direct all staff to initiate lockdown procedure.
    - Lock your classroom door.
    - Turn off all classroom lights (make sure that you have a flashlight available).
    - Move students to a corner of the room away from the door and windows.
    - Pull shades down on windows.
    - Instruct students to be silent.
    - Do not use the two-way radio except for an emergency.
    - **Do not open your classroom door. The administrator or police will unlock your door.**
- Secure:
  - Outside threat not requiring a full Lockdown (Secure, get inside, lock doors):
    - Proceed as normal inside the building, but no one will be allowed to leave. the building or classroom until the threat is no longer considered a threat.
    - Administrator/designee will communicate to staff via radio that the Secure is over and normal operations can resume.

- Hold:
  - Disruption in the hallway (Hold in your classroom. Clear the Halls):
    - Close all classroom doors and make sure they are locked.
    - Proceed as normal inside the building, but no one will be allowed to leave the classroom until the threat is no longer considered a threat.
    - Administrator/designee will communicate to staff via radio that the Hold is over and normal operations can resume.

Emergency Safety Interventions

- Emergency Safety Interventions are only used as a last resort and for the safety of the student and/or the staff.
- If/when Emergency Safety Intervention is necessary, it must be reported to the student's IEP Case Manager or Bayou staff. Then it will be reported to the administrator/designee

so he/she can notify parents/guardians on the same day as the Emergency Safety Intervention.

- Staff will make sure that documentation is completed including: student name and date, what was happening before the ESI (classroom, recess, etc.), what they were doing (math problems, transitioning, etc.), what led to the need for Emergency Safety Intervention, staff involved, start/end times, and supporting facts and details.
- Documentation will be turned in to Bayou staff as soon as possible or at the end of the day at the latest.
- All staff at TCDS are certified in CPI.

~~**ENTRY TO TRI-CITY DAY SCHOOL**~~

~~Tri-City Day School is a secured facility and only those visitors requiring entry to the building will be allowed. Due to the number of community service providers utilized by the population at Tri-City, visitors will be asked to provide identification. ***Students may not open the door for visitors or staff at any time.***~~

~~**EQUIPMENT: Board Policy KGA**~~

~~Requests for use of district equipment by individuals or outside organizations shall be submitted to the superintendent. Any request shall be granted or denied pursuant to guidelines for using equipment developed by the administrator and approved by the board. The superintendent may establish a deposit for use of school equipment before it is removed from the school grounds or other district property. The deposit will be paid to the principal and will be refunded when the equipment is returned in working order.~~

~~**Personal Use of Equipment**~~

~~No district equipment shall be used by staff for personal reasons at school or away from its designated station without the prior approval of the building principal.~~

~~**EXCHANGE OR SALE OF ARTICLES**~~

~~No student will be permitted to exchange personal possessions such as pens, jewelry, articles of clothing, etc. Students will not be allowed to sell articles (candy, cookies, cards, etc.) on school property unless they are a member of a school sponsored group and the sale has been approved through the administrator/administrative designee.~~

~~**FACILITY USE**~~

~~All requests for use of school facilities outside of the normal school day need to be arranged through the office. A building usage form must be filled out to ensure that multiple groups are not assigned to the same areas in the building. A building administrator/administrative designee must sign this form. Approval for such use of the building will be based upon BOE policy. School activities will have first priority for school facilities.~~

~~**FACULTY MEETINGS**~~

~~Whole faculty and classroom team PLC meetings will be held on a regular basis. Every effort will be made to consider staff members responsibilities outside of the work day.~~

~~**FIELD TRIPS AND EXCURSIONS**~~

~~Educational, community service and reward field trips are a part of Tri-City Day School. Parents will be notified about an upcoming trip with a permission slip. The form shall include the nature of the trip, departure time, expected return time, name of sponsor(s), and mode of travel. A place shall be made available on the form so that parents may excuse the student from a trip and give information as to the decision.~~

Field Trips

- Staff may be requested to help supervise various fieldtrips throughout the year.
- Every effort is made to communicate to staff the day before the fieldtrip if they are attending or not. Due to student/staff absences, behaviors prior to the fieldtrip, and other occasions that may arise, staff may be requested to go or to stay at TCDS.

- Staff entry fees will be paid when supervising students. Food and other items are dependent on the location of the fieldtrip. This will be communicated prior to the fieldtrip what will be provided.

FIGHTING – HAZING - BULLYING

No student and/or employee shall conspire to commit any act that injures, degrades or disgraces a fellow student and /or employee. Disciplinary procedures and/or consequences may be necessary and will be determined on an individual basis.

GAAE **Bullying by Staff** (See EBC, GAAB, JDD, JDDC and KGC) GAAE

The board of education prohibits bullying in any form, including electronic means, on or while using school property, in a school vehicle or at a school-sponsored activity or event. The administration shall propose, and the board shall review and approve a plan to address bullying on school property, in a school vehicle or at a school-sponsored activity or event.

The plan shall include provisions for the training and education of staff members. Staff members who bully others in violation of this policy may be subject to disciplinary action, up to and including suspension pending a hearing and/or termination. If appropriate, staff members who violate the bullying prohibition shall be reported to local law enforcement. Approved: KASB Recommendation 06/08

FIRST AID: Board Policy JGFG & JGFG-R

When a staff member sees a student who has been involved in an accident at school, on school property or at a school-sponsored event, the staff member shall follow the rules for the care of an injured student and report the accident to the building administrator. If a student has an accident, which appears to require medical treatment, no action shall be taken by an employee except to send for medical help and to make the student as comfortable as possible while waiting for medical assistance to arrive. If an employee is qualified to administer first aid, that aid may be given. Qualified employees, for the purpose of this policy, are those employees who have successfully completed an approved Red Cross first aid program or the school health clerk.

Appropriate records shall be kept in case a student accident occurs.

When appropriate, the student's parent(s) shall be notified of the injury as soon as possible to determine appropriate action. If the student needs medical attention and the parents cannot be reached, the principal shall seek emergency medical treatment. Appropriate records documenting student accidents shall be kept on file in the administrator's office.

GIFTS: Board Policy JL (see GAJ, KH)

The giving of gifts between students and staff members is discouraged. Unless approved by the administrator, staff members shall not give gifts to any student or class of students when the gifts arise out of a school situation, class or school-sponsored activity.

Gifts to Staff Members

Staff members are prohibited from receiving gifts from vendors, salesmen or other such representatives. Premiums resulting from sales projects sponsored by the school shall become the property of the school

Any organization or individual making a gift to the district shall have the prior approval of the board. All gifts will be regarded as district property.

GRADE BOOKS

Grade books are essential for maintaining accurate records on student progress. They are also necessary to take accurate attendance. Each teacher should keep their grade book in a secure place where students do not have access. Students should never be allowed to see another student's grades in the grade book. Oral reading of grades is not allowed. These situations would be violations of the Family Privacy Act.

Grade books must be turned into the office at the conclusion of the school year. They are kept in the vault for three years as permanent records.

Grade Books

- Student grades will be recorded using PowerSchool and a shared Google spreadsheet.
- Grade books will be updated weekly at a minimum.

Green Books

- Contained within a shared folder
- Includes pertinent information for students within that teacher's homeroom class

~~HEALTH AIDE/TRI-CITY DAY SCHOOL NURSE~~

~~The Tri-City Day School nurse does not administer medication of any kind except to children on continued medication who have specified orders from their physician and a prescription bottle with that child's name on it. They must also have a note from the parent(s) and the physician. These medications must be kept locked in the health room and administered by a designated staff member/health aide or nurse.~~

~~For minor injuries, first aid is administered by the Tri-City Day School nurse or staff, depending on the severity, but never by one child to another.~~

~~No child will be taken or sent home until a parent or another designated responsible person is contacted at home or at work. At no time will an ill child be permitted to walk home. Parents must leave a telephone number of a neighbor or relative to be contacted when the parents cannot be reached; however, they are to be sure the person whose number is given is aware of this responsibility.~~

~~HOMEWORK REQUESTS BY PARENTS~~

~~Parents may request homework when their child is absent. Homework should be sent to the office by the end of the school day on which the request was made.~~

~~IN-SERVICE EDUCATION: Board Policy GBRC~~

~~There shall be a program of in-service education for employees, which meets minimum statutory and state board of education requirements. The program shall promote continuous professional development, diversification in academic foundations or subject knowledge, improved job effectiveness and enhanced skills. When appropriate, the superintendent shall consult with the staff about in-services.~~

~~All appropriate employees shall attend in-service education sessions unless excused by the superintendent. In-service programs may utilize all or a portion of the workday.~~

~~INTERROGATIONS AND SEARCHES~~

~~(Board Policy JCAB, JCAB-R, JCABB, JCABB-R, JCAC, JCAB – JCAB)~~

~~Administrators are authorized to search property if there is reasonable suspicion that district policies, rules or directives are being violated. In addition all lockers shall be subject to random searches without prior notice or reasonable suspicion. All searches by the administrator shall be carried out in the presence of another adult witness.~~

~~JCAB-R Searches of Property~~

~~**Search of Lockers**~~

~~Lockers in the district schools shall be under supervision of the administrator. Students shall have no expectation of privacy in any school locker.~~

~~The combinations and/or keys to all locker locks shall be in the possession of the administrator and stored in a place designed to guard against unauthorized access or use. The administrator may search any locker at any time without notice. Students shall not place locks, other than those approved by the school, on any locker.~~

~~**Searches of Property**~~

~~Any person other than the administrator who wishes to search a student's locker or property shall report to the administrator before proceeding. In no event shall any person be permitted to search a student's locker or property without the administrator's consent unless the person has a valid search warrant authorizing a search.~~

If a law enforcement officer desiring to search a student's locker or property has a search warrant, the administrator shall permit the search, which shall be made in the presence of the administrator.

Prohibited items found during the search shall remain in the custody of either the building administrator or the law enforcement officer. If any items are turned over to law enforcement officials the administrator shall receive a receipt for the items.

(Whenever the administrator is mentioned in this rule, it shall be construed so as to include the superintendent "or designated representative.")

JCABB Searches of Students

Administrators are authorized to search students if there is reasonable suspicion that district policies, rules or directives are being violated. Strip searches shall not be conducted by school authorities. All searches by the administrator shall be carried out in the presence of another adult witness.

JCABB-R Searches of Students

The student shall be told why a search is being conducted. The student shall be requested to empty items such as, but not limited to, pockets, purses, shoulder bags, book bags and briefcases. The administrator shall attempt to call the student's parent/s and may call law enforcement. Items, which the administrator believes may be connected with illegal activity, shall remain in the custody of the administrator unless the items are turned over to law enforcement officials. If the student refuses to cooperate, the administrator may take disciplinary action and/or seek assistance from law enforcement. (See JDD and JCAC)

If law enforcement assistance is present, further search of the student shall be with cooperation and assistance of law enforcement officials. The administrator shall remain with the student and be present during any search of the student made by law enforcement officials on school property. The administrator shall receive and file a receipt for items turned over to law enforcement officials.

If the administrator believes a student is in possession of an object, which can jeopardize the health, welfare, or safety of the student or others, the student shall be removed to a safe location. This determination may be based on any information received by the administrator or any member of the faculty or staff.

A written report of each search shall be made by the administrator and submitted to the superintendent. The superintendent shall keep a copy of the written report on file.

(Whenever the administrator is mentioned in this rule, it shall be construed so as to include the superintendent "or designated representative.")

JCAC Interrogation and Investigations Conducted in the Schools

It shall be the policy of the district that a reasonable, cooperative effort is maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity or to maintain order.

They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the presence and assistance of law enforcement officers is necessary within their respective jurisdictions. The district's administrators shall at all times act in a manner which protects and guarantees the rights of students and parents and shall cooperate with law enforcement officials as provided in JCAC-R. School staff members shall be informed of the contents of this policy and rules at least annually.

JCAC-R Interrogation and Investigations

Initiated by School Administrators and Conducted by Law Enforcement Officers

When law enforcement officers conduct an investigation and/or question a student(s) during school hours, the building administrator shall make reasonable attempts to contact parents, guardian or representative of the student(s) prior to questioning. To the extent possible, reasonable requests of the parents, guardian or representative shall be observed. Notification or attempted notification of parents, guardian or representative shall be documented by the administrator involved. If a student's parents, guardian, or representative is not present during questioning of a student, the administrator shall be present.

Initiated and Conducted by Law Enforcement Officers

The administration shall cooperate with law enforcement officers who are conducting investigations of suspected child abuse. (See GAAD) Law enforcement officers shall not be permitted to conduct investigations during school hours except in demonstrated emergency situations. If a demonstrated emergency is found, the administrator shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the administrator is not satisfied with either the identification or the reason, the request shall not be granted. The administrator shall attempt to notify the superintendent and the officer's superiors of the reasons for the refusal.

Violations of Criminal Law

Information on criminal conduct shall be turned over to law enforcement officials. (See EBC)

Taking Students into Custody

Students shall not be voluntarily released by school officials to law enforcement authorities unless the student has been placed under arrest or taken into custody by law enforcement or SRS. Reasonable effort shall be made to notify the student's parents, guardian or representative when students are removed from school for any reason by law enforcement authorities.

JCAC-R Interrogations and Investigations

Notification efforts shall be documented. Parents shall not be notified by school officials when their child is taken into custody by SRS and/or law enforcement as a result of allegations of abuse or neglect.

When a student has been taken into custody or arrested on school premises without prior notification to the building administrator, the school staff present shall ask the law enforcement officer to notify the administrator of the circumstances as quickly as possible.

Disturbance of School Environment

Law enforcement officers may be requested to assist in controlling disturbances at school and if necessary to take students or other persons into custody.

INVENTORY

Each teacher should have an inventory of the equipment and materials in his/her classroom. Within the first month, each teacher should add to his/her inventory those permanent pieces of equipment, which were added to the classroom during the summer. A new complete inventory is requested each May before checking out. Equipment or furniture should not be moved from the classroom unless authorized by the administrator/administrative designee.

KEYS

Certified staff members will be issued keys that are necessary to lock and unlock their assigned areas. The administrator must be notified immediately if any keys are lost. Duplicate keys are not to be made. Teachers who use the facility after school hours must check all doors used to ensure that they are secured and locked when they leave. Keys should never be handed to a student.

LEAVE – ANNUAL

Classified staff should speak with the building administrator/administrative designee and then complete a leave request in the electronic time keeping system. **Certified** staff will complete their request on AESOP at least one week in advance of their anticipated absence.

LESSON PLANS

Every teacher should have a set of emergency lesson plans turned in to the office. These plans should include enough information for at least 3 to 5 days' worth of work. There are many occasions when individuals are called out of town in emergency situations. When this occurs, it is much easier to have plans already available.

Lesson Plans

- Weekly lesson plans will be kept in a shared folder with the teacher and administrator
- Emergency lesson plans:
  - Each teacher will provide 3-5 days' worth of lesson plans for occasions when they are not at school unexpectedly
  - These will be in a shared folder with the administrative assistant and administrator

~~**LIBRARY**~~

~~Tri-City students will have access to an on-site Media Center where they will be able to check out age appropriate materials.~~

~~**MAILBOXES**~~

~~Each staff member is assigned a mailbox. These boxes should be checked at least once per day for various information and messages. Telephone messages will be put in these boxes. Mailboxes are not intended for storage. Please use your locker to store things outside mail.~~

McKinney-Vento (Homeless Assistance Act)

- Provides help and resources for students who are considered homeless. If you believe a student is currently homeless let the counselor know so that a referral to our McKinney-Vento district director can be completed.

~~**MEDIA GUIDELINES**~~

~~The Haysville USD 261 board of education encourages positive, appropriate staff-student relations and communications. Staff-student relations and communications via digital means shall be positive and appropriate.~~

~~**MEDICATIONS AT SCHOOL**~~

~~Prescribed medication is given at school only upon written request from both the lawful custodian and the pupil's local attending physician or dentist. These written requests are required before administration of either short term or maintenance medications are initiated. Prescription medication that is being administered by the school must be in the original container, be properly labeled and be properly authorized by the written order of a licensed medical person. Only oral medications should be administered except in emergency situations. Any changes in type of drugs, dosage and/or time of administration shall be accompanied by physician's orders and parental permission and a newly labeled pharmacy container.~~

~~No medications, including over-the-counter medications, will be maintained on school premises except when prescribed. Over-the-counter medications shall not be supplied by school employees or kept in athletic areas. Deciding whether any drug is needed is a form of diagnosis, and dispensing medication is a form of treatment. Unauthorized administration of un-prescribed medications shall not be practiced by any school personnel including designated staff, health aides or district nurse.~~

~~Requests to allow a student to possess and self-administer prescription medication can only occur through an official appeal to the Board of Education.~~

MHA

- If you feel a student needs mental health services beyond what we can provide/is being provided at school, please refer the student to the social worker so they can begin the referral process for MHA services.

Parent Communication

- The student's Behavior Point Sheet is sent home everyday with the student.

- Log every call home (file within the student's shared drive).
- Log every email sent to parents/guardians (file within the student's shared drive).

~~**PAY CHECKS**~~

~~Paychecks will be issued as per negotiated agreement.~~

~~**PBIS – POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT**~~

~~Tri-City Day School implements PBIS and the "PRIDE" expectations that are promoted in all USD 261 schools. Students are taught the following PRIDE expectations throughout their school day and both on and off campus:~~

~~P – Preparation~~
~~R – Respect~~
~~I – Integrity~~
~~D – Discipline~~
~~E – Excellence~~

~~**PHYSICAL FORCE: NEGOTIATED AGREEMENT**~~

~~While in the course of his/her employment, a teacher may use a reasonable physical force against a pupil to protect him/herself, to protect other persons, to prevent the destruction of property, or to prevent any illegal overt act on the part of the pupil. (See Appendix I, Kansas Emergency Safety Interventions Policy.)~~

Positive Behavioral Interventions and Support (PBIS)

- PRIDE Schoolwide Expectations Matrix (see Appendix C):
  - P- Preparation
  - R- Respect
  - Integrity
  - D- Discipline
  - E- Excellence
- Loops and Behavior-Specific Praise:
  - Each time Behavior-Specific praise is given to a student they also receive a loop.
  - A student should be earning 1 loop (provided Behavior-Specific Praise) at a minimum of 1 time per 15 minutes.
  - Behavior-Specific praise is a highly effective strategy that educational staff can use both to increase positive behavior and decrease problem behavior.
  - The use of behavior-specific praise is linked to increases in student on-task behavior and compliance.
  - Behavior-specific praise is most effective when delivered more frequently than reprimand statements.
  - Students only receive 1 loop at a time.
- How to deliver Behavior-Specific Praise:
  - Provide behavior-specific praise to a student by stating the student's name and describing the behavior immediately after she performs it (e.g., "Johanna, thank you for cleaning up immediately when I rang the science bell.").

Positive Office Referrals

- Utilized to recognize student behavior that goes above and beyond a loop reward.
- Always remember that this type of referral is based on the individual student.

PROFESSIONAL CONFERENCES

Staff members seeking to attend professional conferences should plan on attending meetings that have a direct correlation between their teaching assignments or our building improvement plan. Prior to attending professional meetings a request should be submitted on My Learning Plan (MLP) or the following materials must be completed and turned into the office:

1. Request for leave to attend the conference.
2. Purchase requisition to cover the registration fee.
3. Purchase requisition to cover hotel accommodations.
4. Transportation requests if a district owned vehicle is required.

RACIAL HARASSMENT

District employees shall not racially harass, or permit racial harassment of a student by another employee, student, non-employee or non-student. Neither shall a student racially harass another student or students. Violations of this policy shall result in disciplinary action, including termination of an employee, or disciplinary action against the student(s) involved. Supervisors who fail to follow this policy or who fail to investigate complaints shall be in violation of this policy. If the administrator is the object of a harassment complaint, the student may bypass the administrator and report directly to the superintendent. Complaints against the superintendent shall be heard by the board.

Racial harassment shall include, but not be limited to:

1. Treatment of a student differently on the basis of race, color, or national origin in the context of an educational program or activity without a legitimate, nondiscriminatory reason so as to interfere with or limit the ability of the student to participate in or benefit from the services, activities or privileges provided by the recipient.
2. Harassing conduct (e.g., physical, verbal, graphic or written) that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by a recipient.
3. Treatment, which effectively causes, encourages, accepts, tolerates or fails to correct a racially hostile environment.

Any student who believes he or she has been subjected to racial harassment should discuss the problem with his/her administrator, building Title VI coordinator, counselor, or another certified staff member. Initiation of a racial harassment complaint will not cause any adverse reflection of the student. The initiation of a student's complaint shall not adversely affect the job security or status of any employee or student until a finding of fact determines that improper conduct occurred. Strict confidentiality shall be maintained throughout the complaint procedure.

Radios

- Staff who are assigned radios will be expected to use them as part of their daily work duties and maintain their radios to ensure good working conditions. Channel 6 is for TCDS and Channel 6 is also used for building wide crisis situations. If your radio is not working, bring it to the administrative assistant for repair/replacement.

RESOURCE SPEAKERS: Board Policy IFBH

With administrative approval, outside speakers may be invited to meet with groups of students as part of the educational process. The board shall establish rules governing the selection and behavior of outside speakers. Outside speakers should be selected so that various points of view are presented. Speakers shall be informed of this policy and its rules when they are invited to make a presentation. Language cannot be used that calls for students to be disruptive. The teacher/sponsor or any member of the school administration may interrupt or suspend any proceedings if the speaker is not abiding by these regulations.

With prior board approval an honorarium may be paid to outside speakers.

SCHOOL LMSW or PSYCHOLOGIST

The school LMSW (Licensed Master Social Worker) or psychologist may counsel directly with a student or act as a consultant to the counselor(s)/teaching staff. Tri-City staff will consult with the home school LMSW or psychologist assigned to the Tri-City Day School student.

SCHOOLMESSENGER®

In the event of a school cancellation or other emergency, a computerized program – SchoolMessenger® – will make phone calls to the students at Tri-City Day School in a matter of minutes. In order for this program to be successful, it is critical that the office has current and working phone numbers at all times.

SCHOOL RESOURCE OFFICER - SRO

The SRO is a full-time law enforcement officer (assigned to the Tri-City Day School/ Haysville High School campus) who is in the school to help create and maintain a safe educational environment for students, teachers, and staff. The SRO fulfills five roles:

- Positive Role Model – for children who are not exposed to many such role models in today's society.
- A Law-Related Teacher – who can provide class length presentations on various topics.
- A Resource - acting as a link to support services in and out of the school setting.
- An Advisor - providing guidance regarding law enforcement questions.
- A Law Enforcement Officer – whose primary purpose is to "keep the peace."

SECURITY AND SAFETY: Board Policy EBC

Security devices may be installed at district attendance centers. Other measures may be taken to prevent intrusions or disturbances from occurring in school buildings or trespassing on school grounds. The district will cooperate with law enforcement in security matters and shall, as required by law, report felonies and misdemeanors committed at school, on school property or at school-sponsored activities.

Reporting Crimes at School to Law Enforcement

Any district employee who knows or has reason to believe any of the following has occurred at school, on school property or at a school-sponsored activity shall immediately report this information to local law enforcement: an act which constitutes the commission of a felony or a misdemeanor; or an act which involves the possession, use or disposal of explosives, firearms or other weapons as defined in current law.

It is recommended the building administrator also be notified.

Reporting Certain Students to Administrators and Staff

Administrative, professional or paraprofessional employees of a school who have information that a pupil has engaged in the following shall report the information and the identity of the pupil to the administrator. The administrator shall investigate the matter and if it is determined the student has been involved in the following, the administrator shall provide information, and the identity of the student to all employees who are involved or likely to be directly involved in teaching or providing related services to student:

- Any student who has been expelled for conduct, which endangers the safety of others;
- Any student who has been expelled for commission of felony type offenses;
- Any student who has been expelled for possession of a weapon;
- Any student who has been adjudged to be a juvenile offender and whose offense, if committed by an adult, would constitute a felony, except a felony theft offense involving no direct threat to human life;
- Any student who has been tried and convicted as an adult of any felony, except theft involving no direct threat to human life.

Annual Reports

The administrator of each building shall prepare all reports required by law and present them to the board and the state board of education annually. Reports shall not include any personally identifiable information about students. These reports and this policy may be made available upon request to parents, patrons, students, and employees and others who request the information.

Staff Immunity

No board of education, board member, superintendent of schools or school employee shall be liable for damages in a civil action resulting from a person's good faith acts or omission in complying with the requirements or provisions of the Kansas School Safety and Security Act.

Radios

- Staff who are assigned radios will be expected to use them as part of their daily work duties and maintain their radios to ensure good working conditions. Channel 6 is for TCDS and Channel 6 is also used for building wide crisis situations. If your radio is not working, bring it to the administrative assistant for repair/replacement.

SEXUAL HARASSMENT

District employees shall not sexually harass, or permit sexual harassment of a student by another employee, student, non-employee or non-student. Neither shall a student sexually harass another student or students. Violations of this policy shall result in disciplinary action, including termination of an employee, or disciplinary action against the student(s) involved. Supervisors who fail to follow this policy or who fail to investigate complaints shall be in violation of this policy. If the administrator is the object of a harassment complaint, the student may bypass the administrator and report directly to the superintendent. Complaints against the superintendent shall be heard by the board.

Sexual harassment shall include, but not be limited to:

A. Sexually oriented communication, including sexually oriented verbal "kidding" or harassment or abuse;
B. Subtle pressure or requests for sexual activity;
C. Creating a hostile school environment, including the use of innuendoes or overt or implied threats;
D. Unnecessary touching of an individual, e.g., patting, pinching, hugging, repeated brushing against another person's body;
E. Requesting or demanding sexual favors accompanied by an implied or overt promise of preferential treatment with regard to a student's grades or status in any activity; or
F. Sexual assault or battery as defined by current law.

Any student who believes he or she has been subjected to sexual harassment should discuss the problem with his/her administrator, or another certified staff member. Initiation of a sexual harassment complaint will not cause any adverse reflection of the student. The initiation of a student's complaint shall not adversely affect the job security or status of any employee or student until a finding of fact determines that improper conduct occurred. Strict confidentiality shall be maintained throughout the complaint procedure.

Shared Drive

- The TCDS shared drive contains student documents and information.

STAFF-STUDENT RELATIONS: Board Policy GAF

Staff members shall maintain professional relationships with students, which are conducive to an effective educational environment. Staff members shall not have any interaction of a sexual nature with any student at any time regardless of the student's age or status.

Staff-Student Relations

- Staff members shall maintain professional relationships with students, which are conducive to an effective educational environment.
- Staff members will refrain from providing any contact information.
- TCDS staff are friendly professionals.

Student Illness During the Day

- If a student asks to see the nurse during the day:
  - Call the nurse at 2157 and explain the reason for the call.
  - The nurse will direct you either to bring the student to the nurse's office or the nurse will come to the classroom.
  - If the nurse directs to bring the student to the nurse's office, escort the student to that location.

Student Updates

- Student Updates are completed by the 5th of every month.
- This information will be shared with special education directors from sending districts by administrator/administrative designee.
- See Appendix D.

~~**TARDINESS**~~

~~Tardiness will be documented in the student sign in/sign out notebook in the office. Formal documentation will be entered into Skyward (Mulvane and Derby) or PowerSchool (Haysville.)~~

~~**TELEPHONE SERVICE**~~

~~Staff will not be called from their classroom for telephone calls unless the nature of the call is an emergency. Faculty use of the telephone should be primarily for school business. Messages or return call information will be taken on most calls. On occasion, it will be necessary for teachers to place long distance calls. These calls must be approved and a record of the call logged in the office.~~

~~**TOBACCO PRODUCTS, THE USE OF: Board Policy GAOC**~~

~~The use of tobacco products in any form and/or of any nicotine delivery device is prohibited in any school building, grounds and vehicles.~~

~~For the purposes of this policy, "nicotine delivery device" means any device that can be used to deliver nicotine to the person inhaling from the device. Such definition shall include, but may not be limited to, any electronic cigarette, cigar, cigarillo, pipe, or personal vaporizer.~~

~~**TRAVEL EXPENSES: Board Policy GAN**~~

~~The board shall provide reimbursement for expenses incurred in travel related to the duties of the district's employees when approved in advance by the superintendent or designee. Mode of travel will be based on, but not limited to, the availability of transportation, distance and number of persons traveling together. A first class airfare will be reimbursed only when coach space is not available.~~

~~Requests for reimbursement shall have the following attached: receipts for transportation, parking, hotels or motels, meals and other expenses for which receipts are ordinarily available. These claims must be submitted on a district approved travel expense claim for reimbursement.~~

~~Claims for reimbursement may be made up to, but should not exceed, the following amounts: The daily in-state allowance is $30.00 ($7.00 for breakfast, $8.50 for lunch and $14.50 for dinner). The daily out-of-state allowance for meals during out-of-state conferences is $40.00 ($8.00 for breakfast, $12.00 for lunch, and $20.00 for dinner). In~~

addition, tips up to 15 percent of the meal cost are allowable for satisfactory service. The district will not reimburse for alcoholic beverages.

Transportation will be by district vehicle when available. Individuals who decline available district transportation will provide their own transportation. If district transportation is not available, the employee will be reimbursed at the mileage rate established by the State of Kansas. Required in-district travel between buildings or in the district in conjunction with official assignments will be reimbursed at the mileage rate established by the State of Kansas. Reimbursement requests must be submitted by June 30 for the year in which travel occurred on a district approved mileage requisition form.

Due to tax implications of IRS regulations and the record keeping burden required, the district will not reimburse employees for meals at workshops or meetings that do not require an overnight stay unless the meals are included in the registration fees. In addition, meals for meetings not requiring an overnight stay may not be charged on a district purchasing card. There may be exceptions for legitimate, documented meetings where business is conducted during the meal. These meetings should have the prior approval of district administration if you wish to submit meals for reimbursement or wish to charge them on a district purchasing card. This policy does not affect meetings/activities where staff is required to supervise students during a meal, in which case the meal is reimbursable. (Appendix S)

Tri City Daily

- Each day school is in session all Certified Staff, Base Para Educators, and other relevant providers are given a copy of the Tri City Daily. It is completed by the Administrator. Information includes pertinent information for the school day and upcoming events. Certified Staff are expected to read this daily.

VIDEOTAPE USE IN THE CLASSROOM: Board Policy IF-2

Videotapes, DVDs, and/or other Movie Instructional Materials will be selected and assigned to give support directly to instructional learning outcomes, goals, and/or objectives as established by the various district departments and disciplines, the District Curriculum Coordinators, the Division of Curriculum and Instruction, and the Board of Education.

In general, copyright guidelines permit in-classroom performance of a copyrighted videotape when it is used for instructional purposes in a teaching situation, is a lawfully made copy, and does not contain an FBI warning prohibiting its use for any reason other than personal viewing. (Video materials purchased through an educational vendor or videos purchased with a license will not contain the FBI warning.)
No videotapes, DVDs, or other movie instructional material shall be shown for entertainment purposes.

Additional Criteria:

Video materials must be reviewed by the classroom teacher for a fair and objective presentation of sensitive subjects as the maturity level of its viewers. In this connection, the ratings adopted by the Motion Picture Association of America will be applied.

G Family audience
PG Parental guidance
PG-13 Special parental guidance for children 13 and under
R Children 17 and under admitted only with parents

1. In grades Pre-K through grade 5, no videotapes other than G or PG[1] may be shown.
2. In grades 6 and 7, no videotapes other than G or PG[1] may be shown.
3. In grade 8, no videotapes other than G, PG, or PG-13[2] may be shown.
4. In grades 9 through 12, no videotapes other than G, PG, or PG-13 may be shown
5. R rated films or videos or any portion of such will not be shown or utilized in classroom presentations in USD 261.

[1]PG videos require administrative approval and custodial notification prior to a viewing by students.
[2]PG-13 videos require administrative approval and custodial notification prior to a viewing by students. Students not in possession or presenting a lawful custodial permission form shall be afforded the opportunity to complete an alternative assignment that is fair and equitable to the assignment opted.

Collection Development

The media collection shall be developed systematically, be well balanced in coverage of subjects, include various types of materials and a variety of content in various formats.

The collection shall reflect, enrich and complement the broad interests represented in the curriculum. The collection should be large enough to allow materials to be placed in classrooms for extended periods of time.

Challenges of Materials (See IKD, KN)

Any person having a complaint about textbooks, media center or other instructional materials shall meet with the administrator. If the matter cannot be resolved the administrator shall notify the superintendent and ask the complainant to use a request for review form, which is available through building administrators or at the district office. After receiving the completed form, the superintendent shall meet with the complainant to discuss the complaint.

If the complaint is not resolved at the meeting with the superintendent, the complainant may request that the board consider the complaint. If the board chooses to consider the complaint, it shall forward all appropriate written materials to a review committee.

Review Committee

When a review committee is established by the board to handle complaints concerning textbooks, media center or instructional materials, the review committee shall be composed of:
The building administrator, media specialist, two subject area specialists and two community members.

The committee's charge shall be:

- To review the material and prepare a written report containing conclusions and recommendations within 30 days;
- To direct a written report to the board; and
- To send the complainant a copy of the report.

The Review Committee Shall:

Examine and evaluate the material as a whole; consider the district's policy, procedure and philosophy for selection of textbook, instructional materials and media center materials; and

Weigh strengths and weaknesses and form opinions based upon the selection criteria.

If the complainant is dissatisfied with the committee's recommendation, an appeal of the decision may be made to the board for a hearing and final decision. If an appeal is requested by the complainant, the superintendent shall request that the board schedule an appeal and shall prepare in advance of the appeal all appropriate documentation for the board's study.

Removing Challenged Materials

Challenged materials shall not be removed from use during the review period.

Visitors and Volunteers

- We utilize the RAPTOR visitor management system.
- All visitors must register in the office.
- If anyone knocks on a door and wants to come inside, tell them through the door (DO NOT OPEN THE DOOR!) that they must enter through the front office.
- If you notice a person in the school building that you are not familiar with, please notify the office at once.

WEATHER–NO SCHOOL

When inclement weather causes the school to close, it will be announced on the following media sources

~~between the hours of 6:00 a.m. and 8:00 a.m. All scheduled extra-curricular and co-curricular school activities will be cancelled on days when school is closed for inclement weather.~~

~~Radio: KFDI – 101.3, KTHR – 107.3, KZCH – 96.3, KZSN – 102.1~~
~~TV: KAKE, KWCH, KSN~~
~~Facebook: Haysville Public Schools~~
~~Twitter: USD261~~

~~TCDS Daily STAFF UPDATES)~~

~~Bulletins/Staff Updates are delivered to educational staff every morning prior to the start of school. These typically include absences, upcoming events, and information relevant to that school day.~~

~~WEAPON/INTRUDER ALERT PROCEDURE~~

~~If the situation arises that a weapon/intruder is present at school, and poses threat or harm, the following procedure will be implemented:~~

1. ~~Person first noticing the situation should pick up any available phone and direct all staff to initiate lockdown procedures.~~
2. ~~Lock your door.~~
3. ~~Turn off all classroom lights (make sure that you have a flashlight available).~~
4. ~~Move students to a corner of the room away from the door and windows.~~
5. ~~Instruct the students to be silent.~~
6. ~~Do not use the intercom except for an emergency.~~

~~If you see a person with a weapon in your vicinity, call the office or the administration room with the exact observation and location. The situation will be evaluated and necessary action taken.~~

~~When the situation has ended, an announcement will be made stating "Staff, please resume regular schedule."~~

911 Procedures

- If there is a situation that comes up in which staff feel that they have exhausted all possible options to de-escalate a student and there is imminent danger to staff and/or students request 911 assistance.
- It will be at the discretion of the Administrator/Designee whether 911 will be called for police assistance.
- Upon being directed by the Administrator/Designee, the secretary will call 911.
- The administrative assistant is responsible for completing a 911 call log and notifying relevant school district officials.

APPENDICES

~~Appendix A.....Accident Report Form~~
~~Appendix B.....Student Behavior Levels~~
~~Appendix C.....In School & Out of School Suspension Procedures~~
~~Appendix D.....Behavior Level Problems~~
~~Appendix E.....Follow-Up Agreement~~
~~Appendix F.....Emergency Safety Interventions~~
~~Appendix G.....Reintegration Rubric~~
~~Appendix H.....Handwashing Instructions~~
~~Appendix I.....Animals in the Classroom~~
~~Appendix J.....District Wellness Plan~~
~~Appendix K.....Travel Expense Claim Form~~

~~Appendix L..... Vehicle Insurance Coverage Form~~
~~Appendix M..... Access to Educational Records~~

Appendix A: Behavior Levels
Appendix B: Behavior Response Chart
Appendix C: PRIDE Schoolwide Expectations Matrix
Appendix D: Reintegration Rubric

Appendix A

USD 261
Accident Report Form

Employees must notify the employer within 10 days of an accident or the claim may be barred. Additional information about your rights and responsibilities under workers compensation may be obtained from your supervisor or the district office.

Employer:

Your Name:

Your Home Address:

Your Home Phone Number:

Social Security Number

Date of Accident: Time of Accident:

In your own words, describe what happened:

What physical problems are you experiencing as a result of this injury?

Did you report this injury to your supervisor? If not, why not?

Date Reported: Supervisor's Name:

Were you working at your regular job at the time of injury? If not, please explain:

Were there any witnesses? If yes, who?

Did you go to the hospital/clinic?

Address of hospital/clinic:

Name of treating physician:

Additional comments:

~~Date:~~ _____ ~~Signature:~~ _____

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GREEN LEVEL K-5 75 – 100% 6-12 85 – 100%	YELLOW LEVEL K-5 55 – 74% 6-12 65- 84%	RED LEVEL K-5 54% or lower 6-12 64% or lower
Gum, small snacks, and drinks at each teacher's discretion.	Gum, small snacks, and drinks at each teacher's discretion.	Gum, small snacks, or drinks only during PBIS Parties or seasonal activities.
Student may listen to IPod, MP3 player, or other personal music device during non-instructional or independent work time, with teacher approval.	Student may NOT listen to IPod, MP3 player, or other personal music device.	Student may NOT listen to IPod, MP3 player, or other personal music device.
Student may participate in PBIS Parties if not serving a write up in the Bayou.	Student may participate in PBIS Parties if not serving a write up in the Bayou.	Student may participate in PBIS Parties if not serving a write up in the Bayou.
Student will participate in Psychodynamic Group.	Student will participate in Psychodynamic Group.	Student will participate in Psychodynamic Group. Even students serving a write up in the Bayou will participate in group if they are following expectations.
Student will participate in seasonal activities, special activities, and volunteer community activities unless serving a write up in the Bayou.	Student will participate in seasonal activities, special activities, and volunteer community activities unless serving a write up in the Bayou.	Student will participate in seasonal activities, special activities, and volunteer community activities unless serving a write up in the Bayou.
Students may participate in Field Trips as determined on a case by case basis. *"Everybody is working on different things."*	Students may participate in Field Trips as determined on a case by case basis. *"Everybody is working on different things."*	Students may participate in Field Trips as determined on a case by case basis. *"Everybody is working on different things."*
Student may participate in Early Release if all work is completed and turned in, student is passing all classes with a 70% or higher, and student has no absences during the week.	Student may participate in Early Release if all work is completed and turned in, student is passing all classes with a 70% or higher, and student has no absences during the week.	Student may NOT participate in Early Release.
Student may interact freely with peers and participate in scheduled class breaks/indoor recess during appropriate times throughout the day.	Student may interact freely with peers and participate in scheduled class breaks/indoor recess during appropriate times throughout the day.	Student may NOT interact freely with peers and participate in scheduled class breaks/indoor recess. Student may engage in a teacher approved activity in the cubicle.
Student may participate in Friday Free Time when all work is completed and turned in prior to the start of Friday Free Time. Student may participate in Friday Free Time if serving a write up in the classroom as long as they are following expectations.	Student may participate in Friday Free Time when all work is completed and turned in prior to the start of Friday Free Time. Student may participate in Friday Free Time if serving a write up in the classroom as long as they are following expectations.	Student may participate in Friday Free Time when all work is completed and turned in prior to the start of Friday Free Time. Student may participate in Friday Free Time if serving a write up in the classroom as long as they are following expectations.

In-School Suspension Procedures

Should a student reach Level 3 – Major Problem Behaviors – the administrator or designee will determine if ISS is required. The administrator/designee and classroom teacher will specify the duration of time the student will remain in ISS.

- Student will be escorted to the AR room by staff
- Classroom teacher or supervising staff will send a Discipline Referral Form to the AR staff immediately after the incident
- After discussing the situation with witnessing staff, the classroom teacher or administrator/designee will be responsible for contacting parents
- Classroom teacher or supervising staff need to send work promptly to the AR room
- Student will report directly to the AR room each morning for the duration of his/her ISS time
- Student will complete a Follow Up Agreement before returning to the classroom
- ISS staff will process the incident with the student
- During processing, ISS staff will consult with other staff members involved
- Student will follow the ISS expectations
- Student is required to earn a designated percentage for the day to count – Unless otherwise determined, Elementary will earn 75% and Middle School/High School will earn 80%
- Upon returning to the classroom the student will have to earn his/her way back to full privilege status

---

Out-of-School Suspension Procedures

The administrator or designee will determine if the student's infraction requires OSS and the amount of time suspended.

- The administrator or designee will contact parents
- A Discipline Referral Form will be completed
- The student will be picked up as soon as possible or as requested
- Upon returning, the student will have a conference with the administrator/designee or LMSW before returning to class
- Student will have to earn his/her way back to full privilege status

2024-2025 Tri-City Staff Handbook

~~Level 1~~
~~Minor Problem Behaviors~~

~~Examples:~~

1. ~~Disruption~~
2. ~~Inappropriate language~~
3. ~~Non-compliance~~
4. ~~Property misuse~~

~~Handled by:~~

~~Classroom teacher or other supervising staff~~

~~Interventions:~~

1. ~~Teach appropriate behaviors for that area~~
2. ~~Redirect, remind, reinforce~~
3. ~~Assistance from Social Worker, Case managers, MHA workers~~
4. ~~Utilize safe place~~
5. ~~Take a break~~

~~Level 2~~
~~Minor Behavior Problems~~

~~Examples:~~

1. ~~Continued disruption~~
2. ~~Continued inappropriate language~~
3. ~~Continued non-compliance~~
4. ~~Continued property misuse~~

~~Handled by:~~

~~Classroom teacher or other supervising staff~~

~~Interventions:~~

1. ~~Write Up~~
2. ~~Utilize cubicle~~
3. ~~Discipline Referral Form~~
4. ~~Follow-Up Agreement~~

~~Level 3~~
~~Major Problem Behavior~~

~~Examples:~~

1. ~~Abusive language~~
2. ~~Physical aggression~~
3. ~~Harassment/Bullying~~
4. ~~Overt defiance~~

~~Handled By:~~

~~Classroom teacher and school administrator or designee~~

~~Interventions:~~

1. ~~School administrator or designee contact~~
2. ~~I.S.S./O.S.S.~~
3. ~~Parent contact~~
4. ~~Write Up~~
5. ~~Follow-Up Agreement~~

FOLLOW UP AGREEMENT

How did I feel? Mad Sad Frustrated Confused Embarrassed Scared

OWN IT..... What did I do? _____

_____

_____

Why did I do it? _____

_____

How did my actions affect others? _____

_____

FIX IT..... What should I do differently next time? _____

_____

_____

LEARN FROM IT..... What did I learn?

_____

_____

MOVE ON.....I will try my best to follow PRIDE expectations, and show _____

Preparation Respect Integrity Discipline Excellence

IF IT IS TO BE, IT IS UP TO ME!!!

Name: _____ Date: _____

Staff: _____

Emergency Safety Interventions (See GAO, JRB, JQ, and KN) **GAAF**

The board of education is committed to limiting the use of Emergency Safety Intervention ("ESI"), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school's code of conduct, school safety plan, or student handbook. Notice of the online availability of this policy shall be provided to parents during enrollment each year.

Definitions

"Campus police officer" means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-8222, and amendments thereto.

"Chemical Restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.

"Emergency Safety Intervention" is the use of seclusion or physical restraint, but does not include physical escort or the use of time-out.

"Incident" means each occurrence of the use of an emergency safety intervention.

"Law enforcement officer" and "police officer" mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.

"Legitimate law enforcement purpose" means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer's appointing authority.

"Mechanical Restraint" means any device or object used to limit a student's movement.

"Parent" means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.

"Physical Escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

"Physical Restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

Emergency Safety Interventions

"School resource officer" means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

"School security officer" means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

"Seclusion" means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

"Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

Prohibited Types of Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student's airway;
- Using physical restraint that impacts a student's primary mode of communication;
- Using chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue such treatments; and
- Use of mechanical restraint, ***except***:
  - Protective or stabilizing devices required by law or used in accordance with an order from a person appropriately licensed to issue the order for the device;
  - Any device used by a certified law enforcement officer to carry out law enforcement duties; or
  - Seatbelts and other safety equipment when used to secure students during transportation.

Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm. Less restrictive alternatives to ESI, such as positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment, or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

Emergency Safety Interventions

ESI Restrictions

A student shall not be subjected to ESI if the student is known to have a medical condition that could put the student in mental or physical danger as a result of ESI. The existence of such medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file.

Such written statement shall include an explanation of the student's diagnosis, a list of any reasons why ESI would put the student in mental or physical danger, and any suggested alternatives to ESI. Notwithstanding the provisions of this subsection, a student may be subjected to ESI, if not subjecting the student to ESI would result in significant physical harm to the student or others.

Use of Seclusion

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student, well-ventilated, and sufficiently lighted.

Training

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on ESI. The intensity of the training provided will depend upon the employee's position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

Each school building shall maintain written or electronic documentation regarding the training that was provided and a list of participants, which shall be made available for inspection by the state board of education upon request.

Notification and Documentation

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification. Also, a parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

Emergency Safety Interventions

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day of the incident. Such written documentation shall include: (A) The events leading up to the incident; (B) student behaviors that necessitated the ESI; (C) steps taken to transition the student back into the educational setting; (D) the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI; (E) space or an additional form for parents to provide feedback or comments to the school regarding the incident; (F) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future incidents; and (G) email and phone information for the parent to contact the school to schedule the ESI meeting. Schools may group incidents together when documenting the items in subparagraphs (A), (B) and (C) if the triggering issue necessitating the ESIs is the same.

The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident of ESI, the foregoing information shall be provided in printed form or, upon the parent's written request, by email. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

Law Enforcement, School Resource, and Campus Security Officers

Campus police officers and school resource officers shall be exempt from the requirements of this policy when engaged in an activity that has a legitimate law enforcement purpose. School security officers shall not be exempt from the requirements of this policy.

If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint, or mechanical restraint on a student, the school shall notify the parent the same day using the parent's preferred method of contact. A school shall not be required to provide written documentation to a parent, as set forth above, regarding law enforcement use of an emergency safety intervention, or report to the state department of education any law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

Documentation of ESI Incidents

Except as specified above with regard to law enforcement or school resource officer use of emergency safety interventions, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the ESI,
- Type of ESI,
- Length of time the ESI was used,
- School personnel who participated in or supervised the ESI,
- Whether the student had an individualized education program at the time of the incident,
- Whether the student had a section 504 plan at the time of the incident, and whether the student had a behavior intervention plan at the time of the incident.

Emergency Safety Interventions

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent or the superintendent's designee on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

District administration shall report ESI data to the state department of education as required.

Parent Right to Meeting on ESI Use

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student with an IEP or a Section 504 plan, such student's IEP team or Section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

For a student with a section 504 plan, such student's section 504 plan team shall discuss and consider the need for a special education evaluation. For students who have an individualized education program and are placed in a private school by a parent, a meeting called under this subsection shall include the parent and the private school, who shall consider whether the parent should request an individualized education program team meeting, the private school shall help facilitate such meeting.

For a student without an IEP or Section 504 plan, the school staff and the parent shall discuss the incident and consider the appropriateness of a referral for a special evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such meeting.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

Local Dispute Resolution Process

If a parent believes that an emergency safety intervention has been used on the parent's child in violation of state law or board policy, the parent may file a complaint as specified below.

Emergency Safety Interventions

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. Once an informal complaint is received, the administrator handling such complaint shall investigate such matter, as deemed appropriate by the administrator. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the incident.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings of fact and recommended corrective action, if any, to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of education and shall be mailed to the parents and the state department within 30 days of the board's receipt of the formal complaint.

If desired, a parent may file a complaint under the state board of education administrative review process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

BOE Reviewed and Approved KASB Recommendation: August 15, 2016
BOE Reviewed and Approved: KASB Recommendation: August 19, 2013
BOE Reviewed and Approved: KASB Recommendation: August 17, 2015
Cross Reference: JRB, JQ, JQA, and KN

Reintegration Rubric
Tri-City Day School
2022-2023

Student _____ **Date** _____ **Grade** _____

Reintegration School _____ **Completed By** _____

Average Score _____ **Avg Level of Support** _____

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Behavioral Average	• 0-29% Average • Frequent Critical Incidents • Arrests/Police Contact • Red/Yellow Level	• 30-49% Average • Arrest/Police Contact • Yellow/Red Level	• 50-69% Average • No Arrests/Police Contact • Green Level 9 weeks	• 70-89% Average • No Arrests/Police Contact • Green Level 9 weeks	• 90-100% Average • No Arrests/Police Contact • Green Level 9 weeks	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req
Grades – Work Completion	• No interest in participation or completion of academic tasks • Refusal to Complete • <40% completed	• Minimal work complete • Multiple Corrections • Less than 40% accuracy • 40-60% completed	• Inconsistent Performance • Passing all courses • 40-60% accuracy • 60-80% completed	• Fairly Consistent Performance • Passing all courses • 60-80% accuracy • 80-100% completed	• Independent and Consistent Performance • Passing all courses • 80% -100% accuracy • 100% Completed	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Self-Regulation	• Defiance • Hostile to compliance • Refusal to respond appropriately to situations	• Argumentative • Blaming or justifying Behaviors • Reluctance to respond appropriately to situations	• Accepts verbal guidance w/out incident • Occasional appropriate response to situations	• Redirects behavior w/out incident with visual cues • Consistent appropriate response to situations	• Target Behaviors 90% for 9 weeks • Independently responds appropriately to situation	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req
Self-Examination	• Resistant to placement at TDS • Blaming placement at TDS on others • Refusal to participate in program • Does not perceive individual needs for emotional-behavioral programming	• Acknowledge placement at TDS • Continued blaming of placement on others • Reluctance to participate in program • Awareness of programming differences and needs • Unable to identify skills needed to be successful.	• Accept ownership of placement at TDS • Minimizes behavioral concerns that led to placement • Inability to identify skills that have been learned • Ability to express desire to return to school, but unable to identify why they are ready • Beginning to identify skills needed to be successful	• Recognize placement at TDS • Inconsistent acceptance of behavioral concerns that led to placement • Ability to generalize what skills have been learned and why skills were needed • Ability to plan for future transition needs • Ability to generalize skills that may be needed • Inconsistent desire to transition	• Ownership of placement at TDS • Acceptance of behavioral concerns that led to placement • Ability to state what skills have been learned and why skills were needed • Ability to plan for transition needs to be successful • Ability to identify skills needed to be successful • Desire to be reintegrated	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Adaptability	• Unable to self-regulate • Frequent incidents that lead to increased restriction and supervision • Truancy • Hostile and resistive with schedules and routines • Refusal to comply with program/staff at TDS	• Reluctance to self-regulation and management in most structured setting • Requires intensive supervision and structure with verbalized expectations for behavior • Frequent incidents regarding inappropriate reactions to daily routine changes • Frequent incidents about changes in routines/ directives by various staff/difficulty with substitute teachers	• Minimal self-regulation and management in structured settings at school • Periodic incidents (2-3 events per 9 wks) regarding routine changes • Compliance with selected staff and defiance with other selected staff • Reluctance to respond appropriately to situations • Less than two bus write-ups per 9 weeks	• Consistently regulate and manage self appropriately in a variety of situations • Is able to state skills needed to self-regulate, and independently employ appropriate skill • Occasional Incidents (<1 event per 9 wks) regarding subtle changes • No difficulty with substitute teachers or changes in classroom routines • No bus write-ups per school term	• Appropriately responds to daily routines and changes • Ability to state expectations and manage daily routine changes without behavioral incidents • No incidents related to unscheduled changes in routine or setting • Compliance with various authority figures • No bus write-ups	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Tolerance	• Frequently instigates or incites inappropriate behavior of others • Engages in inappropriate behavior of others • Overly reactive to stimuli and distractions • Intolerant to individual differences • Inability to mind own business, everything is their business.	• Instigates or incites inappropriate behavior of others • Engages or is attentive to inappropriate behavior of others • Attentive to stimuli and distractions • Intolerant to individual differences • Inability to mind own business and frequently interjects	• Occasionally instigates or incites inappropriate behavior of others • Periodically ignores inappropriate behavior of others • Overly reactive to stimuli • Intolerant to individual differences • Accepts verbal and visual cues to mind own business	• Rarely instigates or incites inappropriate behavior of others • Selectively ignores the inappropriate behavior of others • Occasional reactions to stimuli and distractions • Selective tolerance of individual differences • Ability to verbalize skills of tolerance, but actions are inconsistent • Selective ability to mind own business	• Consistently ignores inappropriate behaviors of others • Ignores all inappropriate behavior of others • Ability to maintain focus and mind own business when disrupted by distractions • Tolerant without negative judgement of individual differences • Ability to mind own business	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Independence	• Noncompliance with classroom and school rules • Requires continuous supervision and redirection • Frequent punitive consequences for poor choices • Verbal and physical defiance of directives by authority figures	• Compliant with classroom and school rules • Independent functioning with verbal and visual prompts for rule compliance • Positive Reinforcement Activity Privileges less than 4 out of 9 opportunities per quarter • Requires guidance or direction by authority figures in all circumstances	• Occasional Compliance with classroom and school rules • Selective situational functioning with verbal prompts for rule compliance • Positive Reinforcement Activity Privileges 4-5 out of 9 opportunities per quarter • Situational guidance or direction by authority figures	• Compliant with classroom and school rules • Independent functioning without verbal and visual prompts for rule compliance • Positive Reinforcement Activity Privileges 6-7 out of 9 opportunities per quarter • Occasional guidance or direction by authority figures	• Compliant with classroom and school rules • Independent functioning without verbal prompts for rule compliance • Positive Reinforcement Activity Privileges 8 out of 9 opportunities per quarter • Minimal guidance or direction by authority figures	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Environmental Factors	• No family support • No relationship between school and family • No wraparound or community supports • Family stresses are high as a result of student's behavior • Law violations or charges pending	• Minimal family support • Stressed or adversarial relationship between school and family • No wraparound or community supports • Family stresses are elevated as a result of student's behavior • Law violations or charges pending	• Family supports have increased via outside agency supports • Minimal relationship between school and family. • Family stresses are decreasing as a result of student's behavior. • Law violations or charges pending	• Family supports have stabilized via community support systems • A functional relationship between school and family has developed • Wraparound services are in place and being utilized • Family stresses are stabilizing as a result of student's improved behavior • Compliance with probation or other juvenile justice programs	• Family Support System • IEP Team Agreement and mutual support for student in place • Wraparound services are independently utilized by family • Family stresses are stabilized • Compliance or dismissal from juvenile justice programs	

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Receiving School Site	• Extremely limited selection of settings and services to meet student needs. • Staff are not knowledgeable, nor willing to learn to serve students with emotional disturbance • Building is not willing to accept wraparound Community Supports • School site is unwilling to commit efforts to support student through meeting needs	• Limited settings and services to meet student needs • Staff are not knowledgeable nor willing to serve students with emotional disturbance • Building is not willing to accept wraparound Community Supports • School site is unwilling to commit efforts to support student through meeting needs	• Limited settings to and services to meet student needs • Staff are not knowledgeable in serving students with emotional disturbance • Building is hesitant of their role in supporting wraparound Community Supports • School site is uncomfortable with making a commitment of effort to support student through meeting needs	• Some settings and services to meet student needs • Generalized staff knowledge in serving students with emotional disturbance • Building is ambivalent about accepting wraparound of Community Supports • School site is willing to serve efforts to support student through meeting needs	• A variety of settings and services to meet student needs • Staff are skilled and knowledgeable in serving students with emotional disturbance • Building is accepting of wraparound of Community Supports • School site is willing to commit efforts to support student through meeting needs	

Animals in Kansas Schools:
Guidelines for Visiting and Resident Pets

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Acknowledgement: This document was adapted from guidelines developed by the Alabama Department of Health

Introduction

The purpose of these guidelines is to provide information to promote safety for instructors and students when animals are brought into the classroom. Animals are part of our daily lives; they can be used effectively as part of our daily lives; they can be used effectively as teaching aids, and the positive benefits of the human-animal bond are well established. However, the special situation of classrooms necessitates certain safeguards.

Inadequate understanding of animal disease and behavior can lead to unnecessary risks for children and animals alike. These guidelines are designed to promote a better understanding of:

1. Which animals may represent a health hazard and are not safe to bring in classrooms at all;
2. Health considerations when handling animals which have the potential to transmit disease;
3. Safety precautions for introducing animals into classrooms;
4. How to properly handle animal wastes to limit the spread of disease from animals to humans.

Regulations concerning animals in licensed day care facilities are found in K.A.R. 28-4-131.

Animals that are Unacceptable for School Visits

1. Wild animals

Defining a "wild" animal is difficult and subjective.
For the purposes of these guidelines, a wild animal is any *mammal* that is **NOT** one of the following:

a. Domestic dog
b. Domestic cat
c. Domestic ferret
d. Domestic ungulate (e.g., cow, sheep, goat, pig, horse)
e. Pet rabbit
f. Pet rodent (e.g., mice, rats, hamsters, gerbils, guinea pigs, chinchillas)

Wild animals pose a risk for transmitting rabies as well as other *zoonotic diseases* (i.e., diseases which can be transferred from animals to humans) and should never be brought into schools or handled by children. In Kansas it is unlawful to possess skunks, foxes, raccoons, and coyotes as pets (K.A.R. 28-1-14).

Wild animals' behavior also tends to be unpredictable. A wild animal that has been raised in captivity is still a wild animal. Domestication takes thousands of years, not just a generation or two. Exceptions to this recommendation include those instances when the wild animals are presented at schools by a professional who has experience handling wildlife, and are displayed in enclosed cages which prevent contact between the animal and children. *Because of the high incidence of rabies in bats, raccoons, skunks, and wild carnivores, these animals (including recently dead animals) should not be permitted on school grounds under any circumstances.*

2. Poisonous animals

Spiders, venomous insects, poisonous reptiles (including snakes), and poisonous amphibians should be prohibited from being brought onto school grounds. Exceptions to this recommendation include those instances when these animals are presented at schools by a professional who has experience handling them, and are displayed in cases which provide a physical barrier between the animal and the children (e.g., animal is enclosed behind a sturdy glass or plastic).

3. Wolf-dog hybrids

These animals are crosses between a wolf and a domestic dog and have shown a propensity for aggression, especially toward young children. Therefore, they should not be allowed on school grounds.

4. Stray animals

Stray animals should never be brought onto school grounds because the health and vaccination status of these animals is unknown.

5. Baby chicks and ducks

Because of the high risk of salmonellosis and campylobacteriosis from these animals, they are inappropriate in schools. Transmission of these diseases from chicks and ducklings to children is well documented in the medical literature.

6. Aggressive animals

Animals which are bred or trained to demonstrate aggression towards humans or other animals, or animals which have demonstrated such aggressive behavior in the past, should not be permitted on school campuses. Aggressive, unprovoked, or threatening behavior should mandate the animal's immediate removal. Exceptions may be sentry or canine corps dogs for demonstration that are under the control of trained military or law enforcement officials.

Special Conditions for Specific Animals

Specific recommendations should be observed for the following animals because of their zoonotic diseases that they may carry or because of certain tendencies:

1. Reptiles (including non-poisonous snakes, lizards, and iguanas) and amphibians

Because of the risk of contracting salmonellosis from these animals even when they are reared in

captivity, special precautions are necessary when handling them. These animals may intermittently shed salmonella, and negative cultures will not guarantee that the animals are not infected.
Treatment of infected animals with antibiotics has not proven useful and may promote the development and spread of resistant bacteria.
It is recommended that when reptiles and amphibians are present at schools they should be under the direct responsibility of professionals (including teachers) who have training and experience handling them. The animals should be kept and displayed in cases which provide a physical barrier between the animal and the children (e.g., sturdy glass or plastic).
Because Salmonellosis can be more severe in young children and because their hygiene practices are more questionable, handling of reptiles and amphibians is not recommended for children younger than 12 years. **Any time children are allowed to handle these animals, they should receive very clear instructions on how to wash their hands thoroughly after they finish.** Hand washing instructions are in the appendix.

2. Psittacine birds

Because psittacine birds can carry zoonotic diseases such as psittacosis
(Chlamydia psittaci, parrot fever), such birds (parrots, parakeets, budgies, and cockatiels) should not be handled by children. Birds showing any signs of illness should not be brought into school. Psittacine birds may be brought to school as long as their cages are clean and the bird's wastes can be contained, such as within a cage. Psittacine birds permanently housed on school property in cages should be treated prophylactically with appropriate tetracyclines for psittacosis for 45 days prior to entering the premises.

3. Ferrets

Ferrets can be allowed to visit school classrooms, but they must be handled by the person responsible for them. Because of their propensity to bite when startled, it is not recommended that school children hold ferrets visiting the classroom.

4. Fish

Disposable gloves should be worn when cleaning aquariums. Used tank water should be disposed of in sinks that are not used for food preparation, or for obtaining water for human consumption.
5. Guide, hearing, and other service animals and law enforcement animals

These animals should not be prohibited from being on school grounds or in classrooms.

Suggested Animals for Use in Schools

The following is a list of animals that are appropriate pets to be housed in schools:

1. Small pet rodents (e.g., mice, rats, hamsters, gerbils, guinea pigs, chinchillas)

2. Pet rabbits

3. Aquarium fish (salt or fresh water)

4. Non-psittacine cage and aviary birds (e.g., canaries, finches, mynahs, diamond doves)

All animals housed in schools should be provided an appropriate environment (e.g., secure housing, suitable temperature, adequate exercise) and a proper diet. In addition, there should be a plan for the continued care of these animals during the days that school is not in session. Consultation with a veterinarian is advised to help with environmental and nutritional needs and provide care in the event of illness or injury to the animal.

General Guidelines for Animals that are Permitted to Visit Schools

It is important that animals that are brought onto school campuses be clean and healthy so that the risk of transmitting diseases is minimal. Children tend to be more susceptible to zoonotic diseases and parasitic infections than adults also because of their lack of hand washing and greater propensity for putting hands in their mouths. Therefore, animals which are brought to school should be clean and free of disease and external parasites such as fleas, ticks and mites, to decrease the likelihood of the animal transmitting these agents or vectors to the students. Visiting animals should be restricted to an area designated by the principal or administrator. Kittens and puppies are appropriate only for short classroom visits.

The following are specific recommendations for some common visiting animals:

1. Verified rabies vaccination

Current rabies vaccination by a licensed veterinarian should be documented for all dogs, cats, and ferrets brought onto the school campus for instructional purposes. Dogs and cats under three months of age or not vaccinated against rabies should not be handled by children.

2. Health certificates for dogs

A health certificate signed by a licensed veterinarian showing proof of current vaccination against canine distemper, canine hepatitis, leptospirosis, parainfluenza, bordatella, and rabies should be available. Animals must have had a

negative fecal exam or proof of successful treatment for internal parasites in the past year. The animal should be free of external parasites such as fleas, ticks, and mites and free of obvious skin lesions. Dogs over four months of age should be housebroken.

3. Health certificate for cats

A health certificate which is signed by a licensed veterinarian showing proof of current vaccination against feline pan leukopenia (feline distemper),
rhinotracheitis, calcivirus, chlamydia, feline leukemia, and rabies should be available. Animals must have had a negative fecal exam or proof of successful treatment for internal parasites in the past year. The animal should be free of external parasites such as fleas, ticks, and mites and free of obvious skin lesions.

4. Health certificates for ferrets

A health certificate which is signed by a licensed veterinarian showing proof of current vaccination against canine distemper and rabies should be available. Animals must have had a negative fecal exam or proof of successful treatment for internal parasites in the past year. The animal should be free of external parasites such as fleas, ticks, and mites and be free of obvious skin lesions.

Proper Restraint of Animals

Because animals may react strangely to classroom situations, it is important to have an effective way to control them. Fear may cause an animal to attempt to escape or even act aggressively in situations which are unusual to them (the "flight or fight" phenomenon). Appropriate restraint devices will allow the holder to react quickly and prevent harm to students or escape of the animal.

1. Collars and leashes

Dogs, cats, and ferrets should be wearing a proper collar, harness, and/or leash when on the school campus or in the classroom so they can be easily controlled. Household rope or string is not an appropriate restraint tool. The owner or responsible person should stay with the animal during its visit to the school. No animal should be allowed to roam unrestrained on the school campus or in the classroom.

2. Pet birds

Pet birds should never be allowed to fly free in a classroom.

3. Designated areas

All animals should be restricted to the area designated by the principal or administrator. In school facilities in which the common dining area is also used as an auditorium, gymnasium, or multipurpose room animals may be allowed in the area **at times other than meals if:**

a. effective partitioning or self-closing doors separate the area from food storage and food preparation areas;

b. condiments, equipment, and utensils are stored in enclosed cabinets or removed from the area when animals are present; and

c. dining areas, including tables, countertops, and similar surfaces are effectively cleaned before the next meal service. Cleaning should be done with a 10% bleach solution or commercial disinfectant.
Animals should **not** be in dining areas during mealtimes.

4. Estrus

Female dogs and cats should be determined not to be in estrus (heat) at the time of the visit.

Student Contact with Animals

Increased activity and sudden movements can make animals feel threatened, so all student contact with animals should always be supervised and conform to a few basic rules. Even very tame animals may act aggressively in strange situations.
1. Animal bites can usually be avoided if students are kept in small groups.

2. Rough play or teasing should absolutely not be allowed.

3. Children should not be allowed to feed pets directly from their hands.

4. Small animals such as rabbits, hamsters, gerbils, and mice should be handled very gently.
Rabbits rarely like to be held and will struggle to free themselves.
Rodents may bite when they feel threatened, but rabies post-exposure prophylaxis is almost never warranted with small rodent bites.

5. Children should be discouraged from "kissing" animals or having them in close contact with their faces.

6. Education with animals should be used to reemphasize proper hygiene and hand washing recommendations. All children who handle animals should be instructed to wash their hands immediately after handling them.

7. Animals should not be allowed in the vicinity of sinks where children wash their hands, or in any areas where food is prepared, stored, or served.
Animals should not be kept in areas used for cleaning or storage of food utensils or dishes.
Animals should also be restricted from nursing stations or sterile and clean supply rooms.

8. Do not allow cats or dogs in sandboxes where children play.

9. Immune-compromised students (e.g., children with organ transplants, children currently receiving cancer chemotherapy or radiation therapy) may be especially susceptible to zoonotic diseases; therefore, special precautions may be needed to minimize the risk of disease transmission to these students. Consultation with the child's parents about precautionary measures is strongly advised.
10. In the event of an animal bite, contact the local health department for guidance.
Recommendations for specific precautionary measures may also be solicited from the Kansas
Department of Health and Environment, Office of Epidemiologic Services (785-296-2951).

Handling and Disposal of Animal Wastes While on School Campuses

1. Clean up of animal wastes. Children should not handle or clean up any form of animal waste (feces, urine, blood, etc.). Animal wastes should be disposed of where children cannot come into contact with them, such as in a plastic bag or container with a well-fitted lid or via the sewage waste system for feces. Food handlers should not be involved in the clean-up of animal wastes.

2. Prohibited areas. Animal wastes should not be disposed of and visiting animals should not be allowed to defecate in or near areas where children routinely play or congregate (e.g., sandboxes, school playgrounds).

3. Litter boxes. Litter boxes for visiting animals should not be allowed in classrooms.

Humane Treatment

To avoid the intentional or unintentional abuse, mistreatment, or neglect of animals, the humane care and husbandry recommendations of the
National Association of Biology Teachers and the
National Science Teachers Association should be adopted (See Appendix).

Conclusion

Animals can serve as excellent teaching tools, and students love to have them visit the classroom.
When using animals as an instructional aide, the objective should always be well planned in advance. By following the above recommendations, the use of animals in the classroom can be made safe and enjoyable for both the animals and the children.

Further Information
For further information, please contact the Kansas
Department of Health and Environment, Office of
Epidemiologic Services, 1000 SW Jackson, Suite
210, Topeka, KS 66612-1274; phone (785)
296-2951; fax (785) 291-3775.

National Science Teachers Association Guidelines for Responsible Use of Animals in the Classroom

These guidelines are recommended by the National Science Teachers Association for use by science educators and students. It applies, in particular, to the use of non-human animals in instructional activities planned and/or supervised by teachers who teach science at the pre-college level.

Observation and experimentation with living organisms give students unique perspectives of life processes that are not provided by other modes of instruction. Studying animals in the classroom enables students to develop skills of observation and comparison, a sense of stewardship, and an appreciation for the unity, interrelationships, and complexity of life. This study, however, requires appropriate humane care of the organism.
Teachers are expected to be knowledgeable about the proper care of organisms under study and the safety of their students.

These are the guidelines recommended by NSTA concerning the responsible use of animals in a school classroom/laboratory:

Acquisition and care of animals must be appropriate to the species.

Student classwork and science projects involving animals must be under the supervision of a science teacher or other trained professional.

Teachers sponsoring or supervising the use of animals in instructional activities including acquisition, care, and disposition, will adhere to local, state, and national laws, policies and regulations regarding species of organisms.

Teachers must instruct students on safety precautions for handling live animals or animal specimens.

Plans for the future care or disposition of animals at the conclusion of a study must be developed and implemented.

Laboratory and dissection activities must be conducted with consideration/ appreciation for the organism. Laboratory and dissection activities must be conducted in a clean and organized work space with care and laboratory precision.

Laboratory and dissection activities must be based on carefully planned objectives. Laboratory and dissection objectives must be appropriate to the maturity level of the student.

Student views or beliefs sensitive to dissection must be considered; the teacher will respond appropriately.

National Science Teachers Association
July 1991

National Association of Biology Teachers Position Statement: The Use of Animals in Biology Education

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The National Association of Biology Teachers (NABT) believes that the study of whole organisms, including nonhuman animals, is essential to the understanding of life on Earth. NABT recommends the prudent and responsible use of animals in the life science classroom. Furthermore, NABT believes that biology teachers should foster a respect for life; and should teach about the interrelationship and interdependency of all things, and that humans must care for the fragile web of life that exists on this planet.

Classroom experiences that involve nonhuman animals range from observation to dissection. NABT supports these experiences so long as they are conducted within the long-established guidelines of proper care and use of animals, as developed by the scientific community. As with any instructional activity, the use of nonhuman animals in the biology classroom must have sound educational objectives. Any use of animals, whether for observation or dissection, must convey substantive knowledge of biology; and NABT believes that biology teachers are in the best position to make this determination for their students.

NABT acknowledges that no alternative can substitute for the actual experience of dissection and urges teachers to be aware of the limitations of alternatives. When the teacher determines that the most effective means to meet the objectives of the class do not require dissection, NABT supports the use of alternatives to dissection, such as models and videodiscs. The association encourages teachers to be sensitive to substantive student objections to dissection and to consider providing appropriate alternatives for those students.

NABT provides guidelines for the care and use of live animals in classrooms and science fairs. These guidelines are consistent with the tenets of proper care and use of animals and reflect the consensus of the teaching and biomedical research communities.

National Association of Biology Teachers
November 1

Hand-washing Instructions

Washing hands thoroughly and frequently avoids most contagious diseases.

Thoroughly means:

1. Wet hands with running water
2. Pump soap into palms
3. Rub together to make a lather
4. Scrub hands vigorously for 15 seconds
5. Rinse soap off of hands
6. Dry hands

Frequently means:

- After going to the toilet
- After petting or handling animals
- Before eating
- Before preparing foods

Produced by the Kansas Department of Health and Environment, Offices of Epidemiologic Services and Public Information, 900 SW Jackson, Room 1051-S, Topeka, Kansas 66612. This document may be copied and shared as long as the content remains unchanged. 10-27-97. KDHE library number AB1007.

~~Haysville USD261~~
~~2021-2022~~
~~Wellness Guidelines~~

~~Visit:~~

~~http://www.usd261.org:8080/docushare/dsweb/Get/Document-9547/District_Wellness_Policy_2015.pdf~~

~~or~~

~~www.usd261.com District Wellness Policy~~

Haysville Unified School District 261

Haysville, Kansas

Claim for Reimbursement of Out-of-District Travel Expenses

Name: _____ Date: _____

Address: _____

Reason for expense: _____

Date leave form was approved: _____ (Return a copy of leave form with claim for reimbursement)

Attach all receipts for meals or other expenses

	Date	Date	Date	Date	Date	Total
Breakfast	$	$	$	$	$	$
Lunch	$	$	$	$	$	$
Dinner	$	$	$	$	$	$
Lodging	$	$	$	$	$	$
Taxi	$	$	$	$	$	$
Tips	$	$	$	$	$	$
Registration	$	$	$	$	$	$
	$	$	$	$	$	$
	$	$	$	$	$	$
	$	$	$	$	$	$
	$	$	$	$	$	$
Totals	$	$	$	$	$	$

_____ miles for personal car @ .54 per mile

$ _____

_____ for reimbursement

Haysville Unified School District 261
Haysville, Kansas

Insurance Coverage Required on Private Vehicles Used for Transportation of Pupils on School-Sponsored Trips

Type of Insurance	State of Kansas Requirements	Haysville USD 261 Requirements
Bodily injury liability	$25,000 for one person in an accident and $50,000 for two or more people in an accident	$300,00 per accident; not less than $100,000 per person in an accident
Property damage liability	$10,000	$10,000
Personal injury protection benefit	$4,500	$4,500
Or single limit liability		$300,000

The above requirements conform to the Kansas No-Fault Insurance Law

Information to be Provided by Insurance Policyholder

Name of policyholder _____
Driver's license number _____ Expiration date _____
Name of insurance company _____
Name of representative _____
Address of office _____
Policy number _____ Expiration date _____
Make an automobile _____ Year _____ Type _____

I certify that this automobile is insured to meet the above stated requirements of the Haysville USD 261 school district.

_____ _____
Date Signature of policyholder

Address of policyholder

If the policy expiration date is reached during the school year, a confirmation to the principal that the policy has been renewed will be required.

A new Insurance Coverage Report is required to be filled each school year.

(This copy is to be filed in the school principal's office.)

HAYSVILLE U.S.D #261

SPECIAL EDUCATION

ACCESS TO EDUCATIONAL RECORDS

Records kept in this file are confidential in nature and access to these records without written consent signed and dated by the parent, lawful custodian or eligible student is restricted to:

a. Parents or their duly authorized representative(s);

b. School officials, including teachers, within this Unified School District whom the District have determined to have legitimate educational interest in reviewing the records, and which are listed on the attached sheet;

c. School officials of another school in which the student seeks or intends to enroll;

d. Representatives of local, State, or Federal education authorities in connection with an audit or evaluation of Federal and State supported education programs or for the enforcement of compliance with Federal legal requirements; and

e. To comply with judicial order or lawfully issued subpoena. NOTE: In this case the School District shall make a reasonable effort to notify the parent in advance of compliance with the order or subpoena. The School District shall not allow access to, or provide copies of, confidential student records to a low enforcement officer or staff of the Department of Social and Rehabilitation Services (SRS) without a court order.

When parents or an eligible student are given access to these records for the purpose of reviewing confidential records of their child or themselves, they shall be notified that the District Office maintains a list of the types and locations of all education records collected, used, and maintained by the school district and the titles and addresses of officials responsible for the records. That list will be made available to the parents or eligible student upon request.

If a parent or eligible student requests the amendment or destruction of any information contained within the records maintained within this file, they should be requested to contact the Director of Special Education, at the Administration Building, to make an official request to amend the student's records. If any record includes data on more than one student, parents shall inspect and review only data relating to their child.

Definitions:

Authorized Employee means persons within the School District who have a legitimate educational interest in the individual child.

Educational Record means those records, files, documents, and other materials which:

a. are maintained by the School District, or by a person acting for the School District;
b. contain information directly related to a student; and

The term education records does not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are in the sole possession of the maker of the record (34 CFR 99.3). For the purpose of this definition, substitute means an individual who is carrying out the responsibilities of the person who made the record on a short term basis. It does not refer to an individual who permanently succeeds the maker of the record in his/her position.

Legitimate Educational Interest means having an educational reason for access to records. Persons who do not have direct or indirect special education and related services or regular education contact with the child shall not have access to his/her records.

AUTHORIZED PERSONS
School District employees who have a legitimate educational interest in the individual child.

Legitimate education interest means having an educational reason for access to records. Persons who do not have direct or indirect special education and related services or regular education contact with the child shall not have access to his/her records.

AGENCIES
School officials of another school in which the student seeks to enroll; representatives of local, State, or Federal education authorities in connection with an audit or evaluation of Federal and State supported education programs or for the enforcement of compliance with Federal legal requirements; SRS or law enforcement authorities with proper judicial order or lawfully issued subpoena.

Appendix A: Behavior Levels

GREEN LEVEL K-5 75 – 100% 6-12 85 – 100%	YELLOW LEVEL K-5 55 – 74% 6-12 65- 84%	RED LEVEL K-5 54% or lower 6-12 64% or lower
Gum, small snacks, and drinks at <u>each</u> teacher's discretion.	Gum, small snacks, and drinks at <u>each</u> teacher's discretion.	Gum, small snacks, and drinks at <u>each</u> teacher's discretion.
Student may listen to iPod, MP3 player, or other personal music device during non-instructional or independent work time, with teacher approval.	Student may NOT listen to iPod, MP3 player, or other personal music device.	Student may NOT listen to iPod, MP3 player, or other personal music device.
Student may participate in PBIS Parties if not serving a write up in the Bayou.	Student may participate in PBIS Parties if not serving a write up in the Bayou.	Student may participate in PBIS Parties if not serving a write up in the Bayou.
Student will participate in Psychodynamic Group.	Student will participate in Psychodynamic Group.	Student will participate in Psychodynamic Group. Even students serving a write up in the Bayou will participate in group if they are following expectations.
Student will participate in seasonal activities, special activities, and volunteer community activities unless serving a write up in the Bayou.	Student will participate in seasonal activities, special activities, and volunteer community activities unless serving a write up in the Bayou.	Student will participate in seasonal activities, special activities, and volunteer community activities unless serving a write up in the Bayou.
Students may participate in Field Trips as determined on a case-by-case basis. *"Everybody is working on different things."*	Students may participate in Field Trips as determined on a case-by-case basis. *"Everybody is working on different things."*	Students may participate in Field Trips as determined on a case-by-case basis. *"Everybody is working on different things."*
Student may participate in Early Release if all work is completed and turned in, student is passing all classes with a 70% or higher, and student has no absences during the week.	Student may participate in Early Release if all work is completed and turned in, student is passing all classes with a 70% or higher, and student has no absences during the week.	Student may NOT participate in Early Release.
Student may interact freely with peers and participate in scheduled class breaks/indoor recess during appropriate times throughout the day.	Student may interact freely with peers and participate in scheduled class breaks/indoor recess during appropriate times throughout the day.	Student may NOT interact freely with peers and participate in scheduled class breaks/indoor recess. Student may engage in a teacher approved activity in the cubicle.
Student may participate in Friday Free Time when all work is completed and turned in prior to the start of Friday Free Time. Student may participate in Friday Free Time if serving a write up in the classroom as long as they are following expectations.	Student may participate in Friday Free Time when all work is completed and turned in prior to the start of Friday Free Time. Student may participate in Friday Free Time if serving a write up in the classroom as long as they are following expectations.	Student may participate in Friday Free Time when all work is completed and turned in prior to the start of Friday Free Time. Student may participate in Friday Free Time if serving a write up in the classroom as long as they are following expectations.

Appendix B: Behavior Response Chart

Level 1
Minor Problem Behaviors

Examples:

5. Disruption
6. Inappropriate language
7. Non-compliance
8. Property misuse

Handled by:

Classroom teacher or other supervising staff

Interventions:

6. Teach appropriate behaviors for that area
7. Redirect, remind, reinforce
8. Assistance from Social Worker, Case managers, MHA workers
9. Utilize safe place
10. Take a break

Level 2
Minor Behavior Problems

Examples:

5. Continued disruption
6. Continued inappropriate language
7. Continued non-compliance
8. Continued property misuse

Handled by:

Classroom teacher or other supervising staff

Interventions:

4. Utilize cubicle (after 3 prompts)
5. Discipline Referral Form

Level 3
Major Problem Behavior

Examples:

5. Abusive language
6. Physical aggression
7. Harassment/Bullying
8. Overt defiance
9. Elopement

Handled By:

Classroom teacher and school administrator or designee

Interventions:

2. School administrator or designee contact
2. I.S.S./O.S.S.
3. Parent contact
4. Write Up

Appendix C: PRIDE Schoolwide Expectations Matrix

TRI CITY P.R.I.D.E. 2024-2-2025

Preparation	Respect	Integrity	Discipline	Excellence
Ready Willing Primed	Kind Polite Respectful	Dependability Honesty Sincerity	Patient Resilient Self-Disciplined	Focus Try Thorough

SETTINGS	With Respect	With Integrity	With Discipline
ASSEMBLY	• Show control of yourself • Wait to be dismissed • Enter and exit quietly	• Show appreciation • Be a positive example for others	• Encourage/Support everyone • Be engaged • Follow all directions
BAYOU	• Wait to be let in • Use all equipment as designed • Remain quiet	• Be appropriate • Be there for a proper reason • Maintain a quiet and calm environment	• Be patient • Be kind and understanding to others • Use time effectively
BONJOU	• Wait your turn • Follow directions • Be patient	• Answer honestly • Put all items in your locker • Maintain a quiet and calm environment	• Wait your turn • Follow directions • Actively participate
BUS	• Follow all directions – first time given • Treat the driver and passengers with kindness and respect • Keep bus clean	• Set a positive example for all • Use appropriate language, volume, and tone • Keep control of yourself and your belongings	• Follow all rules • Stay in your seat and keep aisles clear • Support the driver with emergency drills, procedures, and RR stops
CAFETERIA	• Use appropriate language, voice, and volume when speaking • Use good manners • Follow all procedures	• No food sharing • Show appreciation • Follow directions • Keep control of yourself and your belongings	• Keep area clean • Follow procedures • Remain in your seat
CLASSROOM/GROUP	• Be patient and understanding • Be an engaged listener • Keep area clean • Be appropriate	• Be honest • Give your best effort • Contribute to class	• Ask for help when needed • Stay in your assigned area • Follow procedures • Be accountable for your actions and grades
COMMUNITY/FIELD TRIP	• Wait your turn • Follow directions • Be engaged	• Use appropriate language, volume, and tone • Complete all assigned tasks as instructed • Represent The TCDS positively in all environments outside of the school	• Be engaged in the job/activity • Use appropriate job/activity etiquette • Keep areas clean
GYM	• Be engaged in the activity • Use appropriate sport activity etiquette • Encourage/Support everyone	• Show sportsmanship • Be a leader and role model to peers • Use appropriate language, volume, and tone	• Wait your turn • Follow directions • Participate in all activities
HALLWAY	• Be mindful of others • Follow directions from staff • Walking feet, hands at side, voice off	• Put trash in trash cans • Go where you are supposed to go • Allow others to continue learning • Respect others' privacy	• Be safe • Touch only materials you are supposed to touch • Be patient and understanding
HEALTH ROOM	• Knock before entering • Follow directions • Be patient		• Wait your turn • Communicate why you are there
ISS BAYOU	• Focus on yourself • Follow directions • Raise hand to get staff's attention	• Complete all tasks as instructed • Stay in your assigned area • Focus on earning	• Work quietly • Complete work to best of ability • Focus on yourself
LIBRARY	• Follow directions • Maintain quiet environment • Treat materials with care	• Participate in activities • Share materials/furniture • Be considerate of others	• Stay in assigned area • Actively participate
RECESS	• Follow staff directions • Encourage others	• Play fair • Use equipment as designed	• Leave outside materials outside • Maintain a safe environment
OFFICE	• Follow staff directions • Be respectful • Be patient • Show appreciation	• Use appropriate language, volume, and tone • Be there for a proper reason	• Wait your turn • Complete what you are there to do and go back to class • Allow staff to do their job
RESTROOMS	• Respect the privacy of others • Be patient and understanding	• Be appropriate • Report any damage	• Keep clean and neat • Be safe • Wash your hands • Use for intended purpose

Appendix D: Reintegration Rubric

Reintegration Rubric
Tri-City Day School
2022-2023

Student _____ **Date** _____ **Grade** _____

Reintegration School _____ **Completed By** _____

Average Score _____ **Avg Level of Support** _____

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Behavioral Average	• 0-29% Average • Frequent Critical Incidents • Arrests/Police Contact • Red/Yellow Level	• 30-49% Average • Arrest/Police Contact • Yellow/Red Level	• 50-69% Average • No Arrests/Police Contact • Green Level 9 weeks	• 70-89% Average • No Arrests/Police Contact • Green Level 9 weeks	• 90-100% Average • No Arrests/Police Contact • Green Level 9 weeks	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req
Grades - Work Completion	• No interest in participation or completion of academic tasks • Refusal to Complete • <40% completed	• Minimal work complete • Multiple Corrections • Less than 40% accuracy • 40-60% completed	• Inconsistent Performance • Passing all courses • 40-60% accuracy • 60-80% completed	• Fairly Consistent Performance • Passing all courses • 60-80% accuracy • 80-100% completed	• Independent and Consistent Performance • Passing all courses • 80% -100% accuracy • 100% Completed	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Self-Regulation	• Defiance • Hostile to compliance • Refusal to respond appropriately to situations	• Argumentative • Blaming or justifying Behaviors • Reluctance to respond appropriately to situations	• Accepts verbal guidance w/out incident • Occasional appropriate response to situations	• Redirects behavior w/out incident with visual cues • Consistent appropriate response to situations	• Target Behaviors 90% for 9 weeks • Independently responds appropriately to situation	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req
Self-Examination	• Resistant to placement at TDS • Blaming placement at TDS on others • Refusal to participate in program • Does not perceive individual needs for emotional-behavioral programming	• Acknowledge placement at TDS • Continued blaming of placement on others • Reluctance to participate in program • Awareness of programming differences and needs • Unable to identify skills needed to be successful.	• Accept ownership of placement at TDS • Minimizes behavioral concerns that led to placement • Inability to identify skills that have been learned • Ability to express desire to return to school, but unable to identify why they are ready • Beginning to identify skills needed to be successful	• Recognize placement at TDS • Inconsistent acceptance of behavioral concerns that led to placement • Ability to generalize what skills have been learned and why skills were needed • Ability to plan for future transition needs • Ability to generalize skills that may be needed • Inconsistent desire to transition	• Ownership of placement at TDS • Acceptance of behavioral concerns that led to placement • Ability to state what skills have been learned and why skills were needed • Ability to plan for transition needs to be successful • Ability to identify skills needed to be successful • Desire to be reintegrated	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Adaptability	• Unable to self-regulate • Frequent incidents that lead to increased restriction and supervision • Truancy • Hostile and resistive with schedules and routines • Refusal to comply with program/staff at TDS	• Reluctance to self-regulation and management in most structured setting • Requires intensive supervision and structure with verbalized expectations for behavior • Frequent incidents regarding inappropriate reactions to daily routine changes • Frequent incidents about changes in routines/ directives by various staff/difficulty with substitute teachers	• Minimal self-regulation and management in structured settings at school • Periodic incidents (2-3 events per 9 wks) regarding routine changes • Compliance with selected staff and defiance with other selected staff • Reluctance to respond appropriately to situations • Less than two bus write-ups per 9 weeks	• Consistently regulate and manage self appropriately in a variety of situations • Is able to state skills needed to self-regulate, and independently employ appropriate skill • Occasional Incidents (<1 event per 9 wks) regarding subtle changes • No difficulty with substitute teachers or changes in classroom routines • No -bus write-ups per school term	• Appropriately responds to daily routines and changes • Ability to state expectations and manage daily routine changes without behavioral incidents • No incidents related to unscheduled changes in routine or setting • Compliance with various authority figures • No bus write-ups	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Tolerance	• Frequently instigates or incites inappropriate behavior of others • Engages in inappropriate behavior of others • Overly reactive to stimuli and distractions • Intolerant to individual differences • Inability to mind own business, everything is their business.	• Instigates or incites inappropriate behavior of others • Engages or is attentive to inappropriate behavior of others • Attentive to stimuli and distractions • Intolerant to individual differences • Inability to mind own business and frequently interjects	• Occasionally instigates or incites inappropriate behavior of others • Periodically ignores inappropriate behavior of others • Overly reactive to stimuli • Intolerant to individual differences • Accepts verbal and visual cues to mind own business	• Rarely instigates or incites inappropriate behavior of others • Selectively ignores the inappropriate behavior of others • Occasional reactions to stimuli and distractions • Selective tolerance of individual differences • Ability to verbalize skills of tolerance, but actions are inconsistent • Selective ability to mind own business	• Consistently ignores inappropriate behaviors of others • Ignores all inappropriate behavior of others • Ability to maintain focus and mind own business when disrupted by distractions • Tolerant without negative judgement of individual differences • Ability to mind own business	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Independence	• Noncompliance with classroom and school rules • Requires continuous supervision and redirection • Frequent punitive consequences for poor choices • Verbal and physical defiance of directives by authority figures	• Compliant with classroom and school rules • Independent functioning with verbal and visual prompts for rule compliance • Positive Reinforcement Activity Privileges less than 4 out of 9 opportunities per quarter • Requires guidance or direction by authority figures in all circumstances	• Occasional Compliance with classroom and school rules • Selective situational functioning with verbal prompts for rule compliance • Positive Reinforcement Activity Privileges 4-5 out of 9 opportunities per quarter • Situational guidance or direction by authority figures	• Compliant with classroom and school rules • Independent functioning without verbal and visual prompts for rule compliance • Positive Reinforcement Activity Privileges 6-7 out of 9 opportunities per quarter • Occasional guidance or direction by authority figures	• Compliant with classroom and school rules • Independent functioning without verbal prompts for rule compliance • Positive Reinforcement Activity Privileges 8 out of 9 opportunities per quarter • Minimal guidance or direction by authority figures	1 = 100% Staff Sup Req 2 = 50% Staff Sup Req 3 4 5 = Min Staff Sup Req

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Environmental Factors	• No family support • No relationship between school and family • No wraparound or community supports • Family stresses are high as a result of student's behavior • Law violations or charges pending	• Minimal family support • Stressed or adversarial relationship between school and family • No wraparound or community supports • Family stresses are elevated as a result of student's behavior • Law violations or charges pending	• Family supports have increased via outside agency supports • Minimal relationship between school and family. • Family stresses are decreasing as a result of student's behavior. • Law violations or charges pending	• Family supports have stabilized via community support systems • A functional relationship between school and family has developed • Wraparound services are in place and being utilized • Family stresses are stabilizing as a result of student's improved behavior • Compliance with probation or other juvenile justice programs	• Family Support System • IEP Team Agreement and mutual support for student in place • Wraparound services are independently utilized by family • Family stresses are stabilized • Compliance or dismissal from juvenile justice programs	

Skill Component	1 Placement at TDS	2	3	4	5 Ready for Reintegration	Level of Support
Receiving School Site	• Extremely limited selection of settings and services to meet student needs. • Staff are not knowledgeable, nor willing to learn to serve students with emotional disturbance • Building is not willing to accept wraparound Community Supports • School site is unwilling to commit efforts to support student through meeting needs	• Limited settings and services to meet student needs • Staff are not knowledgeable nor willing to serve students with emotional disturbance • Building is not willing to accept wraparound Community Supports • School site is unwilling to commit efforts to support student through meeting needs	• Limited settings to and services to meet student needs • Staff are not knowledgeable in serving students with emotional disturbance • Building is hesitant of their role in supporting wraparound Community Supports • School site is uncomfortable with making a commitment of effort to support student through meeting needs	• Some settings and services to meet student needs • Generalized staff knowledge in serving students with emotional disturbance • Building is ambivalent about accepting wraparound of Community Supports • School site is willing to serve efforts to support student through meeting needs	• A variety of settings and services to meet student needs • Staff are skilled and knowledgeable in serving students with emotional disturbance • Building is accepting of wraparound of Community Supports • School site is willing to commit efforts to support student through meeting needs	

Acknowledgment of Receipt of Handbook

I, _____, do hereby acknowledge receipt of the certified staff handbook for the 2045-2025 school year. I have read, and I understand the contents. Further, I understand:

- **This handbook is not an employee contract. This handbook is not to be considered as either an expressed or implied contract between the school district and the employee.**
- **Anytime the superintendent is mentioned in this manual, his/her designee is implied.**
- **As a condition of employment, I, _____, agree to the following rules and regulations, including handbooks, which have been adopted by the board.**
- **This handbook may be changed or modified and items added or deleted at any time as recommended by the superintendent and approved by the board.**

_____ _____

Signature of Employee Date